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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

UNIVERSITY OF CHICAGO

THE

UNIVERSITY EXTENSION DIVISION

CIRCULAR OF
INFORMATION

1898-99

THE
CORRESPONDENCE-STUDY
DEPARTMENT

CHICAGO

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1898

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The office of the UNIVERSITY EXTENSION DIVISION is on the first floor of Cobb Lecture Hall, Fifty Eighth street and Ellis avenue. Circulars regarding the three departments of the University Extension Division may be obtained at the University Extension Office.

All communications should be addressed as follows:

THE UNIVERSITY OF CHICAGO,

THE UNIVERSITY EXTENSION DIVISION,

Chicago, Illinois.

The Summer Quarter of the University of Chicago (held annually) always begins July 1.

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I. THE CORRESPONDENCE-STUDY DEPARTMENT.

1. OFFICERS OF ADMINISTRATION.

THE PRESIDENT OF THE UNIVERSITY, WILLIAM RAINY HARPER.

THE DIRECTOR OF THE UNIVERSITY EXTENSION DIVISION, EDMUND JAMES JAMES.

THE SECRETARY OF THE CORRESPONDENCE-STUDY DEPARTMENT, HERVEY FOSTER MALLORY.

2. THE FACULTY.

WILLIAM RAINY HARPER, Ph.D., D.D., LL.D., *President of the University, and Head Professor of the Semitic Languages and Literatures.*

GALUSHA ANDERSON, A.M., S.T.S., LL.D., *Head Professor of Homiletics.*

FRANKLIN JOHNSON, A.M., D.D., *Professor of Church History.*

ERI BAKER HULBERT, A.M., D.D., *Head Professor of Church History, and Dean of the Divinity School.*

CHARLES RICHMOND HENDERSON, A.M., D.D., *Professor of Sociology in the Divinity School, and University Chaplain.*

ERNEST DEWITT BURTON, A.B., DD., *Head Professor of New Testament Literature and Interpretation.*

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SHAILER MATHEWS, A.M., *Professor of New Testament History and Interpretation.*

FRANK K. SANDERS, Ph.D., *Non-Resident Professor of the Semitic Languages and Literatures.*

FRANCIS ADELBERT BLACKBURN, Ph.D., *Associate Professor of the English Language.*

JOHN WILDMAN MONCRIEF, A.M., *Associate Professor of Church History.*

WILLIAM DERNALL MacCLINTOCK, A.M., *Associate Professor of English Literature, and Dean in the Junior Colleges.*

OLIVER JOSEPH THATCHER, Ph.D., *Associate Professor of Mediaeval and English History.*

CLARENCE FASSETT CASTLE, Ph.D., *Associate Professor of Greek.*

*GEORGE STEPHEN GOODSPED, Ph.D., *Associate Professor of Comparative Religions and Ancient History, and University Recorder.*

STARR WILLARD CUTTING, Ph.D., *Associate Professor of German.*

FREDERICK STARR, Ph.D., *Associate Professor of Anthropology, and Curator of the Anthropological Department of Walker Museum.*

JAMES HAYDEN TUFTS, Ph.D., *Associate Professor of Philosophy.*

CARL DARLING BUCK, Ph.D., *Associate Professor of Sanskrit and Indo-European Comparative Philology.*

CHARLES ZUEBLIN, Ph.B., D.B., *Associate Professor of Sociology.*

EDWARD CAPPS, Ph.D., *Associate Professor of Greek, and Dean in the Junior Colleges.*

WILLIAM HOOVER, Ph.D., *Non-Resident Assistant Professor of Mathematics.*

ALBERT HARRIS TOLMAN, Ph.D., *Assistant Professor of English Literature, and Senior College Examiner.*

*On leave of absence.

CIRCULAR OF INFORMATION

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GEORGE EMORY FELLOWS, Ph.D., *Assistant Professor of History.*
JAMES DOWDEN BRUNER, Ph.D., *Assistant Professor of the Romance Languages and Literatures.*
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ROBERT MORSS LOVETT, A.B., *Assistant Professor of English.*
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PAUL OSKAR KERN, Ph.D., *Instructor in German.*
CLARK EUGENE CRANDALL, Ph.D., *Instructor in the Semitic Languages and Literatures.*
PORTER LANDER MACCLINTOCK, A.M., *Instructor in English Literature.*
JAMES HARRINGTON BOYD, Sc.D., *Instructor in Mathematics.*
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HERBERT LOCKWOOD WILLETT, Ph.D., *Instructor in the Semitic Languages and Literatures.*
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OSCAR LOVELL TRIGGS, Ph.D., *Instructor in English.*
KURT LAVES, Ph.D., *Instructor in Astronomy.*
LINDSAY TODD DAMON, A.B., *Instructor in Rhetoric and English Composition.*
THEODORE LEE NEFF, Ph.D., *Instructor in Romance Languages and Literatures.*
RALPH CHARLES HENRY CATTERALL, A.B., *Instructor in Modern History.*
HENRY RAND HATFIELD, Ph.D., *Instructor in Political Science.*
FREDERICK IVES CARPENTER, Ph.D., *Instructor in English.*
CHARLES JOSEPH CHAMBERLIN, Ph.D., *Assistant in Botany.*
HENRY CHANDLER COWLES, Ph.D., *Assistant in Botany.*
PAUL MONROE, Ph.D., *Non-Resident Reader in Sociology.*
EDMUND BUCKLEY, Ph.D., *Docent in Comparative Religions.*
EDGAR DOW VARNEY, A.M., *Fellow in New Testament Greek.*
KARL DETLEV JESSEN, A.B., *Fellow in German.*
CHARLES ALEXANDER McMURRY, Ph.D., *Non-Resident Reader in Pedagogy.*
GEORGE RICKER BERRY, Ph.D., *Non-Resident Reader in the Semitic Languages and Literatures.*
FRANCES PELLETT, A.M., *Non-Resident Reader in Latin.*
AMY ELIZA TANNER, A.B., *Reader in Philosophy.*
ANTOINETTE CARY, S.B., *Reader in Sanitary Science.*
JAMES WEBBER LINN, A.B., *Reader in English.*
MAUD LAVINIA RADFORD, Ph.B., *Reader in English.*

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in three different ways: (1) By lecture-study courses, (2) by organizing evening and Saturday classes in Chicago and its immediate suburbs, (3) by correspondence courses. The scope of the Correspondence-Study Department is explained in the following paragraphs:

1. **The Correspondence Work in General.**—Experience has shown that such direction may be given a student by correspondence as will be of material assistance to him in the prosecution of his studies. The plan has been practically tested in many departments of study with satisfactory results. An important part of the aid which the student receives from his instructor consists in guidance in his work and this may oftentimes be accomplished by written, as well as by spoken word. Work by correspondence cannot be regarded, of course, as a satisfactory substitute for residence work, but it may well be used to prepare the way for it, or to supplement it, and in all cases, where the student is prevented by circumstances from going into residence at a college or university, it may at least be a valuable aid to him in carrying on his studies alone.
2. **Purpose and Constituency.**—It is the purpose of the work in this Department of the University Extension Division: (1) To prepare students, who live at a distance, for resident work in any particular department in the University. A special course of reading, with the preparation of exercises or themes in connection with the subject, will enable those who can spend only a comparatively short period in residence to obtain therefrom better results. (2) To guide those who, having already resided at the University, desire to pursue still further their studies or investigations.
3. **Method of Instruction.**—The courses of instruction are arranged to cover the same ground as the

courses on corresponding subjects in the University proper, each course consisting of a definite amount of work arranged by the instructor. The instruction is of two kinds, *formal* and *informal*.

- (1) In the *formal* work the student is furnished with a printed instruction sheet. This sheet assigns the tasks which are to be performed, furnishing assistance and suggestions, thus guiding the work of the student as far as possible as though he were in the recitation room.
 - Each week the student mails to the instructor a recitation paper, on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson sheet receives careful study, and the results thereof are submitted to the instructor for corrections, suggestions, and criticism.
- (2) The *informal* work is designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required from time to time to present satisfactory evidence that the work is being properly done. This evidence may consist of a thesis covering the whole work, or of a number of shorter papers on special themes, or, it may partake rather of the nature of ordinary correspondence.

(Courses are *formal* when not otherwise indicated.)

4. **Admission.**—The terms of admission are, in general the same as those governing the Academies, Colleges, and Graduate Schools of the University. Students will be classified in every case as *regular* or *special*.
 - (1) *Regular* students are those who have passed the necessary entrance examinations, or who have been admitted on presentation of diploma from some other college or university, and in compliance with the rules of the University

expect to do in residence one-half or two-thirds of the work required for a degree.

(2) All others who are doing work in the Correspondence-study Department of whom no preliminary examination or proof of previous work has been required are classed as *special* students.

(For a detailed statement of these terms see Circular of Information of the Departments of Arts, Literature and Science.)

A matriculation fee of Five Dollars will be charged.

Before matriculation or registration for correspondence work, certain information must be furnished the University. On request an application blank will be sent which should be filled out and returned to the University accompanied by the proper fees.

5. **Regulations Governing the Selection of Courses.**—
(1) Not all the courses of the University can be offered by correspondence. Of the courses offered, the correspondence student will be allowed to choose not more than two at one time. (2) Courses announced as Majors cannot be taken as Minors. (3) The student will be expected to complete any course taken, within a year of the time of beginning it, and for any portion of the course remaining uncompleted after the lapse of a year, he will be charged one-fourth of the course fee.

6. **University Credit.**—The programme of the work offered in this circular does not as a whole represent any *course* of study leading to a degree, but is rather a *list of subjects* on which credit may be obtained. Non-resident work performed by correspondence will be accepted by the University and credit given on the following terms: (1) The applicant shall present to the University Examiner a University Extension Certificate for the work performed. (2) He shall pass a satisfactory examination upon the same at the University, or, in case of Academy work, at a regular admission examination conducted by the University. (3) He may not offer for the Bachelor's Degree more than one-half of the work required for that degree. (4) For the Master's Degree he must spend at least one year in residence. (5) He may not offer for degrees of D.B. or Ph.D. more than one-third of the work required for those degrees. In every case a special examination upon the work done by correspondence must be passed at the University.

Only those who reach a grade of A, B, or C will be regarded as having passed. Credit will not be given for parts of courses or for courses not completed as outlined.

7. **Special Regulations.**—(1) Regularly a Major will consist of forty, and a Minor, of twenty, written recitations; but there may be variations from

this number in order to adapt the work to the special needs of a department.

(2) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence.

(3) Except when otherwise indicated all *informal* courses will be given as Majors.

(4) A student may begin correspondence work at any time in the year.

(5) A student, who, for any reason, does not report by recitation paper or by letter within a period of ninety days, shall thereby forfeit his right to further instruction in return for the fee paid.

(6) The University of Chicago grants no degrees for work done wholly in absence.

For the degree of A.M. at least one year's residence is required.

For the degrees of Ph.D. and D.B. at least two years' residence is required.

For the degrees of A.B., S.B., and Ph.B. ordinarily two years' residence is required.

8. **Expenses.**—(1) All correspondence students are required to matriculate in the University, the fee for which is Five Dollars. This matriculation is general for the whole University and admits to any of its Divisions without further fee.

(2) The tuition fee for each Major (M_j) is Sixteen Dollars, and for each Minor (M), Eight Dollars. This fee includes payment for the instruction sheets received, but the student is *required* to inclose postage for the return of the recitation papers.

(3) All fees are payable in advance. No fees can be refunded because of inability of a student to enter upon or continue a course. In case a course consists of more than one Major, the student will be expected to pay for but one Major in advance.

(4) All money should be sent by draft or money order, *not by check*, made payable to THE UNIVERSITY OF CHICAGO.

9. **Books, etc.**—Text-books, maps, etc., which are recommended for use in the various courses may be obtained by ordering directly through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.

10. **Lecture-Study and Class-Study.**—Attention is called to the special circulars relative to lecture-study and class-study which may be obtained upon application.

Method of Registration (Recapitulated).

1. File an application blank for each course taken with the Correspondence-study office. This blank will be furnished upon request.

2. Forward with the application blank the necessary fees: (a) \$5.00 for matriculation, if a new

matriculant in the University ; (b) \$8.00 for each Minor course, or \$16.00 for each Major course taken ; (c) An additional fee of \$2.50 for either Course 1 or 2 in Department XXVII.

III. COURSES OF INSTRUCTION.

IA. PHILOSOPHY.

1. **Psychology.**—This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental processes in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles. Text-books: James' *Psychology*, *Briefer Course*, and Dewey's *Psychology*.

Mj.

MISS TANNER.

2. **Psychology (Advanced Course).**—This course is open only to those who have had the elementary course in psychology or its equivalent. It will be carried on by informal instead of formal correspondence and will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view (1) to mastering the authors, and (2) to criticising them. The books used and subjects discussed will vary with the preparation and aims of the individual student.

(Informal.)

MISS TANNER.

3. **Logic.**—An elementary course treating especially of the syllogism. Special attention is given to practical exercises. Text-book: Jevon's *Elementary Lessons in Logic*, with Fowler's *Elements of Inductive and Deductive Logic* for reference.

Mj.

ASSOCIATE PROFESSOR TUFTS AND MISS TANNER.

4. **Modern Philosophy.**—Descartes to Hume with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*.

Mj.

ASSOCIATE PROFESSOR TUFTS.

5. **Greek and Mediæval Philosophy.**—This course is designed (1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and (2) as an introduction to philosophy through a more careful study of some of the most important systems. Windelband's *History of Philosophy* will be used, with special attention given to the study of the more important dialogues of Plato, and of Aristotle's *Ethics*.

Mj.

ASSOCIATE PROFESSOR TUFTS.

3. The entire charge for a student registering in the English Theological Seminary is \$3.00, but see page 16.

IB. PEDAGOGY.

1. **Philosophy of Education.**—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects. It can be taken to advantage only by those with considerable maturity and some range of practical experience.

Mj.

HEAD PROFESSOR DEWEY.

2. **The History of Education.**—A. *The Study of Educational Classics.* A few of the leading masterpieces of educational literature will be carefully studied, as follows: John Locke's *Thoughts on Education*, Rousseau's *The Emile*, Pestalozzi's *Leonard and Gertrude*, Froebel's *The Education of Man*, and Herbart's *The Science of Education*.

Mj.

B. *Representative Educators.*—Lives and writings of eminent educators and their historical significance. (a) *Socrates* and his method of teaching as shown in Xenophon's *Memorabilia* and *Plato's Dialogues*. (b) *Erasmus*, life and activity. A study of the renaissance of Greek and Latin literature. Connection with the Reformation. (c) *Comenius* and the *Didactica Magna*. The study of Latin and popular education. (d) *Bacon*, life and inductive Philosophy. (e) *Rousseau*, life, writings, and relation to his times. (f) *Pestalozzi*, life and labors as a teacher. (g) *Froebel's Life*, Philosophy of Education. The *Kindergarten*.

Mj.

C. *General History of Education since the Renaissance.*—This course in the history of modern education treats of the influence of philosophical thinkers and of general culture movements in society, including the influence of the church, of the state and of modern scientific thought. The two preceding courses will be required as preparatory to this more systematic survey.

Mj.

DR. McMURRY.

3. **The Pedagogy of Herbart.**—(a) Pedagogy as based upon Psychology and Ethics. (b) The aim of education. The materials of the Course of Study as a means. (c) Interest Apperception, Correlation. (d) The Method of Class-room instructions. (e) Government and Discipline.

Mj.

DR. McMURRY.

4. **Child-Study.**—It is the aim of this course to bring the student into close touch with child-study both in

its theoretical and in its practical aspect. It will, therefore, include a critical investigation and organization of the methods and problems of the study; a statement of the results so far reached and their interconnection with psychological, ethical and pedagogical interests; an outline of future work. In all the interest of the school room will be the determining factor.

Mj. MISS TANNER.

II. POLITICAL ECONOMY.

1. Principles of Political Economy.—The aim of this course is to give to the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day. Text-book: John Stuart Mill's *Principles of Political Economy* (Laughlin's edition).

Mj. DR. HOWERTH.

2. Advanced Political Economy.—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for the advanced courses offered in the University. Text-books: Cairnes' *Leading Principles of Political Economy*, and Marshall's *Principles of Economics* (Vol. I.).

Mj. DR. HOWERTH.

3. Socialism.—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint. Text-books: Kirkup's *History of Socialism*, Schäffle's *Quintessence of Socialism*, Karl Marx's *Capital*.

Mj. DR. HOWERTH.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of Government in the United States. With some examination of the historical development of existing forms.

Mj. DR. HATFIELD.

2. American Constitutional Law.—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases supplemented by readings in some of the commentaries.

Mj. DR. HATFIELD.

3. The Elements of International Law.—This course will cover some of the more important principles of International Law, using Hall's *Treatise* supplemented by reference to selected cases.

Mj. DR. HATFIELD.

4. Comparative Politics.—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland and

United States. The principal text-book will be Burgess's *Political Science and Constitutional Law*.

Mj.

DR. HATFIELD.

5. Institutes of Roman Law.—This course will embrace a brief study of the historical development of the Roman Law from the XII tables to Justinian's Codification, and a systematic exposition of the private law as set forth in the Institutes. Instruction will be based on Sander's Justinian and Sohm's Institutes.

Mj.

ASSISTANT PROFESSOR FREUND.

IV. HISTORY.

ANCIENT.

1. Roman History to the Death of Augustus.— M.
ASSISTANT PROFESSOR MILLER.

2. Greek History to the Death of Alexander.— M.
MISS PELLETT.

In addition to the political history of the periods covered by courses numbered 1 and 2 a study is made of the literature, art and philosophy of the periods.

EUROPEAN.

3. The History of England till the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied.

Mj.

ASSOCIATE PROFESSOR THATCHER.

4. The History of Europe from the Invasion of the Barbarians till the Death of Charlemagne.—The condition of the Roman Empire and of the barbarian world, the invasion of the Barbarians, and the kingdoms they established, the growth of the Franks, the development of the Papacy, Karl the Great, and the beginning of feudalism are the principal topics discussed.

M.

ASSOCIATE PROFESSOR THATCHER.

5. The History of Europe from 800 to 1500 A. D.—A somewhat broad outline study of the Empire, the Papacy, the rising nationalities, the Crusades, and the most important institutions of the Middle Age. Special attention is given to the development of civilization and to the Renaissance.

Mj.

ASSOCIATE PROFESSOR THATCHER.

6. An Outline History of Mediaeval Europe (350-1500 A.D.).—The invasion and settlement of the Barbarians, the revival of the Empire, the growth of the Papacy, and the struggle between them. Mohammed and his religion, the Crusades, the rise of nationalities, Mediaeval institutions, and the Renaissance will be studied.

Mj.

ASSOCIATE PROFESSOR THATCHER.

7. **The History of Europe from the Reformation to the French Revolution.**—This course begins with the Reformation in Germany and traces the progress of politics during the sixteenth century as modified by the religious movements in the chief states of Europe. The seventeenth and eighteenth centuries are treated more in outline. Mj.

ASSISTANT PROFESSOR FELLOWS.

8. **The History of Europe in the Nineteenth Century.**—The aim of this course is to study the growth of liberal ideas in the various states of Europe during the present century. Particular attention will be paid to the development of Constitutional Government, in order to arrive at an intelligent understanding of the European countries as they are at present. Mj.

ASSISTANT PROFESSOR FELLOWS.

9. **European History from 1517 to 1815.**—Special emphasis will be laid upon the Reformation; the Stuart Period of English History, and the French Revolution. Mj.

MR. CATTERALL.

AMERICAN.

10. **The Period of Discovery and Exploration in America.**—A study based largely upon Fiske's *The Discovery of America*, with references to other accessible books. M.

ASSISTANT PROFESSOR SHEPARDSON.

11. **The Colonial Period and the War of the Revolution.**—A study of the years 1754-1783, based on Fiske's *The American Revolution*, Lodge's *A Short History of the English Colonies in America*, Thwaite's *The Colonies*, and Hart's *Formation of the Union*. Mj.

ASSISTANT PROFESSOR SHEPARDSON.

12. **Social Life in the American Colonies.**—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading. M.

ASSISTANT PROFESSOR SHEPARDSON.

13. **The Political History of the Confederation.**—1776-1789.—A study of the feeble Confederation which carried on the Revolutionary War and its overthrow in favor of the firmer government under the Constitution. This course is based on Fiske's *Critical Period of American History*. M.

ASSISTANT PROFESSOR SHEPARDSON.

14. **The Political History of the United States During the Period of Dominant Foreign Politics.**—1789-1817. A study of American History from Washington to Monroe, based upon Hart's *Formation of the Union*, Walker's *The Making of the Nation*, and certain volumes in the *American Statesmen* series. M.

ASSISTANT PROFESSOR SHEPARDSON.

15. **The Political History of the United States.**—1817-1861. A study of the development of internal politics, and of the questions which led up to the Civil War. This course is based upon Wilson's *Division and Reunion*, Burgess' *The Middle Period*, and certain volumes in the *American Statesmen* series. M.

ASSISTANT PROFESSOR SHEPARDSON.

16. **Territorial Growth of the United States.**—A course requiring investigation into the geography of the United States tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. The student should have the use of Donaldson's *The Public Domain*, and some collection of United States *Treaties and Conventions*. This course requires access to a well-selected library, and demands much original investigation. (Informal.) M.

ASSISTANT PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Introduction to the Study of Society.**—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished. Small and Vincent's *Introduction to the Study of Society* will be used as a guide in the work of the course, and the method used will be the one there elaborated. Mj.

DR. MONROE.

2. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

3. **A Study of Charities and Corrections.** (Informal.) M.

PROFESSOR HENDERSON.

4. **The Labor Question.**—Social Movements, economic, political, and voluntary. (Informal.) M.

PROFESSOR HENDERSON.

5. **A Century in the Development of English Social Philosophy.***—For readers of German only. Held, *Zwei Bücher zur sozialen Geschichte Englands* (Leipzig, Duncker & Humblot, 1881) and Schulze-Gaevertz, *Zum sozialen Frieden* (Leipzig, Duncker & Humblot, 1890) will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. (Informal.)

ASSOCIATE PROFESSOR ZUEBLIN.

6. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.)

ASSOCIATE PROFESSOR ZUEBLIN.

7. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. M.J.

ASSISTANT PROFESSOR VINCENT.

8. **Urban Life in the United States.**—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. M.J.

ASSISTANT PROFESSOR VINCENT.

ANTHROPOLOGY.

9. **Anthropology.**—Elementary Course. (Informal.) M.J.

ASSOCIATE PROFESSOR STARR.

SANITARY SCIENCE.

10. **Foods.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint. M.J.

MISS CARY.

11. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among

the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing and cleaning. M.J.

MISS CARY.

VII. COMPARATIVE RELIGION.

1. **The Religions of Japan and China, except Buddhism.**—The former is a typical barbarian religion and yet possesses a scripture and ritual. The latter belongs to semi-civilized religions, and includes a study of the person and work of Confucius and Laotsze. (Informal.)

M.

DR. BUCKLEY.

2. **The Science of Religion.**—This course includes a study of world-wide religious phenomena according to classes, the inductions thus afforded being used as a basis for a discussion of the origin and growth of religion (mythology and animism). (Informal.) M.

DR. BUCKLEY.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. **Hebrew for Beginners.**—A course of forty recitations, based on Harper's *Introductory Hebrew Method and Manual*, and Harper's *Elements of Hebrew*. Includes the mastery of the Hebrew of Genesis 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words.

M.

DR. CRANDALL.

2. **Hebrew, Intermediate.**—A course of forty recitations, based on the same books as the preceding course, with the addition of Hebrew Bible and Lexicon. Includes the critical study of Genesis 4-8, with a review of Genesis 1-3, the more rapid reading of fourteen chapters in 1 Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. M.

DR. CRANDALL.

3. **Exodus and Hebrew Grammar.**—A course of forty recitations, requiring Harper's *Elements of Hebrew*, *Elements of Hebrew Syntax*, and *Hebrew Vocabulary*, and Gesenius' *Grammar*, besides Hebrew Bible and Lexicon. Includes the critical study and translation of Exodus 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

DR. CRANDALL.

4. **Haggai, Zechariah and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax

especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

DR. CRANDALL.

5. **Egyptian for Beginners.**—Study of (1) the speech of Thutmosis I to the priests of Abydos, (2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*; including the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

ASSISTANT PROFESSOR BREASTED.

6. **Arabic for Beginners.** Mj. PROFESSOR SANDERS.

7. **Assyrian for Beginners.** M. DR. BERRY.

Head Professor Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **Beginning New Testament Greek.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. Text-book: Harper and Weidner's *Introductory New Testament Greek Method*. M.

DR. VOTAW.

2. **Intermediate New Testament Greek.**—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. Text-book: Harper and Weidner's *Introductory New Testament Greek Method*. M.

DR. VOTAW.

3. **Progressive New Testament Greek.**—For those who have a good knowledge of Greek, college graduates and others, and wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons. Text-books: Burton's *New Testament Moods and Tenses*, and Westcott and Hort's *Greek Testament*, with grammar, lexicon and commentary. M.

DR. VOTAW.

4. **Life of the Apostle Paul, and Introduction to the Pauline Epistles.** (Informal.) M.

HEAD PROFESSOR BURTON.

* Ready Oct. 1, 1897.

5. **The Epistle to the Galatians, Introduction and Interpretation of the Greek Text.** (Informal.) M. HEAD PROFESSOR BURTON.

6. **Quotations in the Gospel.**—From the Old Testament, involving an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek and a comparison of the results. (Informal.) M.

HEAD PROFESSOR BURTON.

7. **New Testament Times in Palestine.***—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. M.

PROFESSOR MATHEWS.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's Reader are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. The instructor will gladly suggest reading for further work in Sanskrit or Philology.

Mj. ASSOCIATE PROFESSOR BUCK.

XI. THE GREEK LANGUAGE AND LITERATURE.

1. **Greek Primer for Beginners.**—Two and one-half consecutive Majors.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon's Anabasis.**—Books II-III. Mj. ASSISTANT PROFESSOR BRONSON.

3. **Xenophon's Anabasis.**—Books IV-V. Mj. ASSISTANT PROFESSOR BRONSON.

4. **Homer's Iliad.**—Books I-III. Mj. ASSOCIATE PROFESSOR CASTLE.

5. **Xenophon's Memorabilia.** (Informal.) M. Miss PELLETT.

Associate Professor Castle and Associate Professor Capps will arrange informal courses on the writings of Herodotus, Lysias, Demosthenes, and Plato, for students who are prepared to do work of an advanced nature.

XII. THE LATIN LANGUAGE AND LITERATURE.

1. Latin Primer for Beginners.—Two consecutive Majors. DMj.
 2. Cæsar.—Book II. Mj.
 3. Cæsar.—Books III-IV. Mj.
 4. Cæsar.—Book I, advanced. M.
 5. Cicero.—(Informal.) Mj.
 6. Virgil.—Book I. Mj.
 7. Virgil.—Books II-III. Mj.
 8. Virgil.—Books IV-VI. Mj.
 All of the foregoing courses are given in the Academy, and are elementary in character.
 9. Cicero, "De Senectute."—Writing of Latin. M.
 10. Livy, Selections.—Writing of Latin. M.
 ASSISTANT PROFESSOR MILLER.
 11. Odes of Horace.—Books I-III. Mj.
 ASSISTANT PROFESSOR MILLER.
 12. Elementary Latin Prose Composition.—Two courses based on Daniell's Exercises from Cæsar and Cicero respectively. (Informal.) DM.
 MISS PELLETT.

13. Advance Latin Prose Composition Based on Livy.* (Informal.)

ASSISTANT PROFESSOR MILLER.

The department will endeavor to arrange advanced informal courses whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. French for Beginners.—The object of this course is to acquaint the student with all of the essential principles of French grammar, and to enable him to turn easy English into idiomatic French, and to translate at sight such French as easy history or light fiction. Mj.
 DR. NEFF.

2. French, Advanced.—General outline of the History of French Literature or the special study of a given period of that history. Readings are assigned and the student reports weekly on the work which he has accomplished. (Informal.)

DR. DE POYEN-BELLISLE.

*Ready Jan. 1, 1898.

3. Theory and History of French Comedy.—(Informal.) ASSISTANT PROFESSOR BRUNER.
 4. Theory and History of French Tragedy.—(Informal.) ASSISTANT PROFESSOR BRUNER.
 5. Theory and History of the French Romantic Drama.—(Informal.) ASSISTANT PROFESSOR BRUNER.
 6. A Comparative Study of the Early Drama in France, Italy and Spain.—(Informal.) ASSISTANT PROFESSOR BRUNER.
 7. History of French Literature and Culture in the Middle Ages.—(Informal.) ASSISTANT PROFESSOR BRUNER.
 8. Italian for Beginners. Mj.
 ASSISTANT PROFESSOR HOWLAND.
 9. Italian (advanced). Mj.
 ASSISTANT PROFESSOR HOWLAND.
 10. Spanish for Beginners. Mj.
 ASSISTANT PROFESSOR HOWLAND.
 11. Spanish (advanced). Mj.
 ASSISTANT PROFESSOR HOWLAND.

Other instructors in the Romance Department offer informal instruction by correspondence in special literary and philological subjects, along the lines in which they are giving instruction in their regular University courses.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. German for Beginners.—This course will aim to give familiarity with pronunciation and reading and writing of German script and print, a mastery of the forms of the language as well as of the more important rules of syntax, ability to read easy German prose at sight, and to prepare the student for future composition work. Text-Books: Joynes-Meissner, *German Grammar*; Baumbach, *Im Zwielicht*, Vol. I, ed. Bernhardt.

The course consists of two consecutive Majors of twenty lessons each. DMj.
 DR. KERN.

2. Intermediate Course in German.—The course is devoted to inductive reading of easy modern prose and intends to give further drill in inflection, use of particles, idioms and the subjunctive mood. The simpler points of syntax and etymology will be treated as suggested by reading. Stories of the best writers and selections from acknowledged masters of modern German historical prose will be the basis of the course, so as to confront the student constantly with the best modern German style. Mj.
 MR. JESSEN.

3. Intermediate Prose Composition.—Translation of easy, idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Text-books: Von Jagemann's *Materials for German Prose Composition*; Von Jagemann's *Elements of German Syntax*. Mj.

DR. KERN.

4. Advanced Composition.—Theme Writing. (Informal.) Mj.

ASSOCIATE PROFESSOR CUTTING.

Associate Professor Cutting, Assistant Professor Schmidt-Wartenberg, and Assistant Professor von Klenze offer instruction by informal correspondence in various fields of German Literature and German Philology, and the Grammar of German Dialects (the *Nibelungenlied*, Lessing, Goethe, etc.).

student. It should be, so far as possible, connected with the events of the day on which it is written. The most interesting or notable occurrence, the experience which serves to distinguish that day from others, should be recorded as faithfully as possible, and with as much artistic skill as the writer can command. The instruction in the course will be personal, not general. No attempt will be made to present rhetorical principles except so far as their application concerns the actual work of the student. The student is, however, supposed to be familiar with such a comprehensive statement of the art of rhetoric as is to be found in Carpenter's *Exercises in Rhetoric and English Composition*.

Mj.
MR. DAMON.

5. English III. Advanced Composition.—The work in this second advanced course will consist of the preparation of twelve themes, each, roughly speaking, from six to twelve pages in length. The student will be expected to give some attention to each of the four divisions of composition—exposition, argument, narration and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. As in Course II, the instruction will be personal not general. The course is to be regarded as an extension of Course II. Admission to it may be obtained in one of two ways, (a) by passing creditably Courses I and II; (b) by submitting to the instructor a manuscript showing some literary ability.

Mj.
MR. DAMON.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMIC.

1. Grammar and Composition.—This course is designed as preparatory to English I. It covers, in general, the field of English Grammar, with special emphasis on sentence construction. The work at first will consist chiefly of exercises. Toward the close of the course the student will submit simple themes which will receive the personal supervision of the instructor.

Mj.
MR. LINN.

2. Preparatory English Literature.—The instruction in this course will be based from year to year upon admission requirements in English literature. The aim will be to make it valuable not only to the students preparing for admission, but also to the teachers of the required English.

Mj.
MRS. MACCLINTOCK.

COLLEGE.

3. English. I. Rhetoric and English Composition.—The aim of this course is to give the student a practical knowledge of the principles of rhetoric and of their application to English writing. To this end the student will prepare exercises illustrating the use of words, the structure of sentences and paragraphs in accordance with the principles of emphasis and coherence, and other rhetorical subjects. He will also be required to write short themes on suggested topics. Exercises and themes will be criticised and returned to the writer for correction. Carpenter's *Exercises in Rhetoric and English Composition* (Advanced Course) will be used as a text-book.

Mj.
MR. DAMON AND MR. LINN.

4. English. II. Advanced Composition.—The work in this course will consist in the preparation of one theme every day except Sunday for twelve weeks. The subject of the theme may be chosen by the

6. Masterpieces of English Literature.—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature.

Mj.
MRS. MACCLINTOCK.

7. Studies in Shakespeare.—The following plays: *As You Like it*, *Richard III.*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character.

Mj.

Prerequisite *Course 4 or its equivalent*.

MRS. MACCLINTOCK.

8. The English Romantic Poets.—An advanced undergraduate study of typical selections from Burns, Cowper, Wordsworth, Coleridge, Scott, Byron, Shelley and Keats together with an introduction to a philosophical view of the Romantic movement in England.

Mj.

Prerequisite: *Courses 4 and 5 or their equivalents*.

DR. REYNOLDS AND MISS RADFORD.

9. Studies in the Poetry of Tennyson. Mj.

ASSISTANT PROFESSOR TOLMAN AND MISS RADFORD.

10. **Studies in the Works of Robert Browning.** M.
DR. TRIGGS AND MISS RADFORD.

11. **Studies in Fiction.**—This course is designed to be (1) an introduction to the theory of fiction: the larger problems of fiction-plot, characterization, dialogue, intrigue, style, etc., will be discussed: (2) an observation of these principles as illustrated in selected masterpieces of English fiction. Mj.

ASSOCIATE PROFESSOR MACCLINTOCK.

12. **Representative English Writers of the Nineteenth Century.**—Lamb, Jane Austen, Carlyle, Thackeray, Tennyson, Stevenson. These six authors are chosen on the ground that they are especially well adapted to exhibit the varied excellence and power of our literature in this century. A somewhat detailed study of their literary art will be made. Mj.

ASSISTANT PROFESSOR ROLFE.

13. **Studies in American Literature.**—Hawthorne, with special reference to *Scarlet Letter* and *Marble Faun*. Emerson, studying with care some of the essays and the poems. Thoreau, with special attention to *Walden*. Whittier. Lowell, (one lesson devoted to a study of his political addresses). Longfellow. Mj.

ASSISTANT PROFESSOR ROLFE.

14. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howells's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karenina*, Maarten's *The Greater Glory*, Zola's *L'Assommoir*, Sudermann's *The Wish*, Wilkin's *Pembroke*. (Informal). M.

DR. TRIGGS.

15. **Beginning Old English.** Mj.
ASSOCIATE PROFESSOR BLACKBURN.

16. **A Study of the Beowulf.** Mj.
MRS. MACCLINTOCK.

GRADUATE.

17. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725-1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic tendencies of the 18th century. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious first-hand study. Mj.

ASSOCIATE PROFESSOR MACCLINTOCK.

18. **Studies in Elizabethan Literature.** Mj.
DR. CARPENTER AND MISS RADFORD.

Associate Professor Blackburn offers instruction by informal correspondence to anyone desiring advanced work in Old English.

XVI. BIBLICAL LITERATURE IN ENGLISH.

1. **Old Testament History: Samuel, Saul, David and Solomon.**—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of 1 Samuel to 2 Kings ix.

M.

DR. WILLETT.

2. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background and the fundamental teachings.

M.

MR. VARNEY.

3. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. One who has mastered this course, as well as that on the Gospel of Luke, will have carefully studied all the material of the New Testament bearing on the life of the Christ.

M.

MR. VARNEY.

4. **The Founding of the Apostolic Church.**—A comprehensive, thorough and exact study of how Christianity was organized and established in the world as a universal religion. To this study the whole New Testament, exclusive of the Four Gospels, contribute. The Acts of the Apostles furnish the external history of the development of Christianity. The epistles show the internal life and teaching of the Christians. Both together set forth the rapid progress which Christianity made in the First Century.

Mj.

MR. VARNEY.

5. **The Acts.**—The chief topics for investigation will be (1) The *Organization* of the church, its source, development, officers, members, method of government, rites, services, etc. (2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people. (3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth. (4) The *Belief* and *Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc. (5) The *Practice* of the church, concerning the daily lives of the Christians as regarded their duties toward God, toward the world, toward each other, and of each toward himself. (6) God's *Providence* sustaining and directing the church. (7) The *Records* which have preserved to us a history of this primitive period of Christian church history.

M.

MR. VARNEY.

XVII. MATHEMATICS.

1. **Algebra.**—Wells' *University Algebra*. Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

2. **Plane Geometry.**—Wells' *Plane Geometry* (New Edition). Two consecutive Majors.

ASSISTANT PROFESSOR HOOVER.

3. **Solid Geometry.**—Byerly's edition, *Chauvenet's Solid Geometry*. M.

ASSISTANT PROFESSOR HOOVER.

4. **College Algebra.**—Wells' *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

5. **Theory of Equations.**—Todhunter's *Theory of Equations*. M.

ASSISTANT PROFESSOR HOOVER.

6. **Plane Trigonometry.**—Bowser's *Treaties on Plane Trigonometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

7. **Special Trigonometry.**—Casey's *Plane Trigonometry*. M.

ASSISTANT PROFESSOR HOOVER.

8. **Analytic Geometry.**—Bowser's *Elements of Analytic Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

9. **Calculus.**—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

10. **Advanced Calculus.**—Byerly's *Differential and Integral Calculus*. Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

11. **Analytic Geometry.**—Advanced course. Salmon's *Conic Sections*. Mj.

ASSISTANT PROFESSOR HOOVER.

12. **Analytic Mechanics.**—Bowser's *Analytical Mechanics*. Mj.

ASSISTANT PROFESSOR HOOVER.

13. **Differential Equations.**—Johnson's *Differential Equations*. (Informal.) Two consecutive Majors. DMj.

DR. BOYD.

14. **Projective Geometry.**—Reye's *Geometrie der Lage*. (Informal.) Mj.

HEAD PROFESSOR MOORE.

15. **Modern Analytic Geometry.**—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj.

HEAD PROFESSOR MOORE.

16. **Analysis.**—Stolz's *Allgemeine Arithmetik*. Picard's *Traité d'analyse*. (Informal.) 4 Majors.

HEAD PROFESSOR MOORE.

17. **Elliptic Functions.**—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal.) DMj.

HEAD PROFESSOR MOORE.

18. **Algebra.**—Weber's *Lehrbuch der Algebra*. (Informal). DMj.

HEAD PROFESSOR MOORE.

19. **Numbers.**—Bachmann's *Zahlentheorie*. (Informal.) DMj.

HEAD PROFESSOR MOORE.

XVIII. ASTRONOMY.

Dr. Kurt Laves offers informal instruction in General and Mathematical Astronomy.

XXVII. BOTANY.

1. **General Morphology of the Algæ and Fungi.**—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks course at the University. The fifty types studied represent all the main groups of Algæ and Fungi. The applicant must have a compound microscope and some knowledge of elementary botany. An additional fee of \$2.50 is charged for material. Text Vine's *Students Text-Book of Botany* (Macmillan). Mj.

DR. CHAMBERLAIN.

2. **General Morphology of the Bryophytes and Pteridophytes.**—A course similar to the one in Algæ and Fungi and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique or a purchase of these preparations. No one should register without consulting the instructor. Fee for material \$2.50. Texts Vine's *Students Text-Book of Botany* and Campbell's *Mosses and Ferns*. (Macmillan). Mj.

DR. CHAMBERLAIN.

3. **Ecology.**—This course is designed primarily for those students who have taken the work in Elementary Ecology at the University and who desire to pursue further investigations along that line at their homes. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj.

DR. COWLES.

XLV. CHURCH HISTORY.

1. **The Protestant Reformation.**—Extent and state of Christendom at the opening of the 16th Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. The English Theological Seminary of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary, has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been recently modified, enabling a student who attends the University during four Summer Quarters (carrying while in residence three studies), and who supplements this work by correspondence-study during the remainder of the time (completing three studies each year), to obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a ministerial license, or a certificate of ordination, or a

statement from the church of which he is a member approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except those regulating the payment of fees), as govern the regular courses of the Correspondence-study Department (see pp. 5 and 6).

4. **Expenses.**—The fee for each Seminary course announced in this circular is \$3. The matriculation fee will not be required of Seminary students in taking up Correspondence work. The foregoing provision regarding expenses applies only to regularly enrolled students of The English Theological Seminary.

NOTE.—A special circular explaining this work in detail will be sent on application.

II. COURSES OF INSTRUCTION.

1. **Old Testament History: Samuel, Saul, David, and Solomon.**—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of 1 Samuel to 2 Kings chapter 9. Mj.

DR. WILLETT.

2. **New Testament Times in Palestine.***—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.

PROFESSOR MATHEWS.

3. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion. Mj.

PROFESSOR FOSTER.

4. **Church History Prior to Constantine (A. D. 30-311).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the Church, constitution and

discipline; life and worship; heresies and sects; development of doctrines. Mj.

HEAD PROFESSOR HULBERT.

5. **Church History—The Protestant Reformation.**—Extent and state of Christendom at the opening of the 16th century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

6. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj.

HEAD PROFESSOR ANDERSON.

PROFESSOR JOHNSON.

7. **Sociology.**—The family; historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration. Mj.

PROFESSOR HENDERSON.

8. **English. Rhetoric and English Composition.**—See page 13, XV-1. Mj.

MR. _____

9. **History.**—Outlines of Greek and Roman History. See page 8, IV-1 and 2. DM.

MR. _____

* Ready October 1, 1897.

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INSTRUCTION BY CORRESPONDENCE

3

FRANCIS WAYLAND SHEPARDSON, PH.D., Assistant Professor of American History.
GEORGE HERBERT MEAD, A.B., Assistant Professor of Philosophy.
FRANK MELVILLE BRONSON, A.M., Academy Assistant Professor of Greek.
GEORGE EDGAR VINCENT, PH.D., Assistant Professor of Sociology.
GEORGE CARTER HOWLAND, A.M., Assistant Professor of Romance Languages and Literatures; Dean in the College for Teachers.
CAMILLO von KLENZE, PH.D., Assistant Professor of German Literature.
JAMES HENRY BREASTED, PH.D., Assistant Professor of Egyptology and Semitic Languages; Assistant Director of Haskell Oriental Museum.
WILLIAM HILL, A.M., Assistant Professor of Political Economy.
ROBERT MORSS LOVETT, A.B., Assistant Professor of English.
RENÉ de POYEN-BELLISLE, PH.D., Instructor in Romance Philology.
PAUL OSKAR KERN, PH.D., Instructor in Germanic Philology.
PORTER LANDER MACCLINTOCK, A.M., Instructor in English.
KARL PIETSCH, PH.D., Instructor in Romance Languages and Literatures.
*CLARK EUGENE CRANDALL, D.B., PH.D., Instructor in Semitic Languages.
THEODORE LEE NEFF, A.M., PH.D., Instructor in Romance Languages.
FREDERIC IVES CARPENTER, Ph.D., Instructor in English.
IRA WOODS HOWERTH, PH.D., Instructor in Sociology (College for Teachers); Secretary of the University Extension Class-study Department; Registrar in the College for Teachers.
HERBERT LOCKWOOD WILLETT, PH.D., Instructor in the Semitic Languages and Literatures.
KURT LAVES, PH.D., Instructor in Astronomy.
CLYDE WEBER VOTAW, D.B., PH.D., Instructor in New Testament Literature.
OSCAR LOVELL TRIGGS, PH.D., Instructor in English.
ADDISON WEBSTER MOORE, PH.D., Instructor in Philosophy.
RALPH CHARLES HENRY CATTERALL, A.B., Instructor in Modern History.
HENRY RAND HATFIELD, PH.D., Instructor in Political Economy and Political Science.
JARED G. CARTER TROOP, A.M., Instructor in English.
LINDSAY TODD DAMON, A.B., Instructor in English.
CHARLES WILLIAM SEIDENADEL, PH.D., Associate in Greek and Latin (College for Teachers); Docent in Ancient Greek Authors on Music.
ALFRED WILLIAM STRATTON, PH.D., Associate in Sanskrit and Indo-European Comparative Philology.
CHARLES JOSEPH CHAMBERLAIN, PH.D., Associate in Botany.
AMY ELIZA TANNER, PH.D., Associate in Philosophy.
FOREST RAY MOULTON, A.B., Associate in Astronomy.
EDITH BURNHAM FOSTER, PH.B., Associate in English.
HENRY CHANDLER COWLES, PH.D., Assistant in Botany.
HERMAN BENJAMIN ALMSTEDT, LIT.B., PE.B., Assistant in German.
MAUD LAVENIA RADFORD, PH.M., Assistant in English (College for Teachers).
JAMES WEBER LINN, A.B., Assistant in English.
AGNES MATHILDE WERGELAND, PH.D., Docent in History.
CHARLES ALEXANDER McMURRY, PH.D., Lecturer in Pedagogy.
S. FRANCES PELLETT, A.M., Non-Resident Reader in Latin.
HENRY BARNARD KÜMMEL, PH.D., Non-Resident Reader in Geology.
FRANK A. MANNY, A.M., Non-Resident Reader in Pedagogy.
NINA CATHERINE VANDEWALKER, PED.M., Non-Resident Reader in Pedagogy.
EDGAR DOW VARNEY, A.M., Reader in New Testament Greek.
FRED WARREN SMEDLEY, PH.B., Reader in Pedagogy.
FRANCES ADA KNOX, A.B., Reader in History.
HENRIETTA ISMAN GOODRICH, S.M., Reader in Sanitary Science.
CHARLES HARRIS HASTINGS, A.B., Reader in Bibliography.
MARY CHARLOTTE EDITH CAMERON, A.B., Reader in Romance Languages.

*On leave of absence.

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in three different ways: (1) By lecture-study courses, (2) by organizing evening and Saturday classes in Chicago and its immediate suburbs, (3) by correspondence courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. The Correspondence Work in General.—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to student and instructor. *Direction and correction* may be given often-times as effectively by written as by spoken word. While work by correspondence cannot be regarded, of course, as a perfect substitute for that done in residence, still it enables those who are prevented from studying at an institution to obtain valuable aid in their effort at self-culture.

2. Purpose and Constituency.—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) Students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some special subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. Method of Instruction.—Each correspondence course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms *Major* (Mj) and *Minor* (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) Formal courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to

be performed. The student thus works under guidance as in the recitation room. At *regular* intervals the student mails to the instructor a recitation paper on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

2) Informal courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated.

4. Admission.*—1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be furnished upon request. *It should, in every case, accompany the fee for a new course.*

2) All correspondence students are classified as *Regular* or *Special* students, according as they have or have not satisfied the requirements for entrance to one of the colleges or schools of the University.

5. Recognition for Work.—1) A University Extension Certificate is granted for each correspondence course successfully completed.

* **NOTE.**—If the correspondence student shall come to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (cf. *Circular of Information of the Department of Arts, Literature, and Science*).

- 2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions :
 - a) The applicant shall present a University Extension certificate for the work performed.
 - b) He shall pass a satisfactory examination on the course at the University at such time as is most convenient to himself and his instructor. (If the correspondence student has been a resident student the examination may be held elsewhere than at the University of Chicago, *at the discretion* of the Director of the University Extension Division and the student's Dean.)
 - c) Only those who receive a grade of A, B, or C, will be regarded as having passed.
 - d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
 - e) See also § 6, Regulations.

Regulations.

- 1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three Quarters) in resident study at the University of Chicago.
- 2) A student may not do more than one-third of the work required for a degree by correspondence.
- 3) Of the courses offered by correspondence the student will not be allowed to select more than two at a time, except by consent of the Director of the University Extension Division.
- 4) A student may begin a correspondence course at any time in the year.
- 5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- 6) A student will be expected to complete any course *within one year from the end* (i. e., March 23, June 23, September 23, December 23) of that Quarter in which he registers.
- 7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, shall thereby forfeit his right to further instruction in return for the fee paid.
- 8) Extension of time will be granted: (1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, provided that due notice be given the Secretary and the Instructor both at the beginning and end of such resident study. (2) *For one full year from the date of expiration of the course*, if,

on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [cf. § 6, 6)], provided (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.

- 9) During an instructor's vacation a substitute will, *if possible*, be provided.
- 10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- 11) No fees can be refunded on account of a student's inability to enter upon or continue a course.
- 12) The matriculation fee will not be refunded in any case.
- 13) The student must forward with each lesson postage (or preferably a stamped, self-directed envelope) for return of same.
- 14) In case a course consists of more than one Major, *i. e.*, a Double Major (DMj), a student will be expected to pay for but one Major in advance.
- 15) Regularly, a Major will consist of forty, and a Minor of twenty written lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course.
- 16) Courses announced as Majors cannot be taken as Minors.
- 17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [cf. § 5].
- 18) Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

- 1) The matriculation fee is \$5.00 [cf. § 6, 10)]; tuition fee for each Minor (M) is \$8.00 and for each Major (Mj) \$16.00. The tuition fee includes payment for the instruction sheets received. Text-books must be purchased by the student.
- 2) The student is required to enclose postage for the return of the lesson-papers [cf. § 6, 13].
- 3) All money should be sent by draft or money order, *not by check*, made payable to THE UNIVERSITY OF CHICAGO.

8. Method of Registration (Recapitulated).

- 1) File an application blank for *each* course taken, in the Correspondence-study office. This blank will be furnished upon request [cf. § 4, 1]).

- 2) Forward with the application blank the necessary fees: (a) \$5.00 for matriculation, if a new matriculant in the University [cf. § 6, 10)]; (b) \$8.00 for each Minor course, or \$16.00 for each Major course taken; (c) an additional fee for courses in Botany, — Department XXVII.
- 3) A student registering for English Theological Seminary courses will pay \$3.00 for each course taken (cf. p. 20).

III. COURSES OF INSTRUCTION.

IA. PHILOSOPHY.

1. Psychology.—This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental processes, in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles. Mj.

DR. TANNER.

2. Psychology, Advanced.—This course is open only to those who have had the elementary course in psychology or its equivalent. It will be carried on by informal instead of formal correspondence, and will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view (1) to mastering the authors, and (2) to criticising them. The books used and subjects discussed will vary with the preparation and aims of the individual student.

(Informal.) Mj.

DR. TANNER.

3. Logic.—An elementary course treating especially of the syllogism. It embraces a treatment of Deductive and Inductive Logic. Special attention is given to practical exercises. Mj.

DR. TANNER.

4. Ethics.—A series of introductory studies intended (1) to familiarize the student with the main aspects of ethical theory and through this (2) to reach a method of estimating and controlling conduct. The main divisions of the course are: (a) the nature of moral conduct, (b) the psychology of obligation, conscience, responsibility and freedom, (c) an historical and critical study of the various standards of estimating conduct, with special attention to Mill, Spencer, and Kant. Mj.

DR. MOORE.

5. Greek and Mediæval Philosophy.—This course is designed (1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and (2) as an introduction to philosophy through a more careful study

9. **Books, etc.**—Text-books, maps, etc., which are recommended for use in the various courses may be obtained by ordering directly through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.
10. **Lecture-Study and Class-Study.**—Attention is called to the special circulars relative to lecture study and class-study which may be obtained upon application.

of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato, and to Aristotle's *Ethics*. Mj.

ASSOCIATE PROFESSOR TUFTS.

6. Modern Philosophy.—Descartes to Hume, with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*. (Informal.) Mj.

ASSOCIATE PROFESSOR TUFTS.

7. Movements of Thought in the Nineteenth Century. The course is a continuation of the History of Modern Philosophy, but is less technical, and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will be necessarily superficial, touching only upon the important moments in the development of thought during this century. Mj.

ASSISTANT PROFESSOR MEAD.

IB. PEDAGOGY.

1. Philosophy of Education.—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects. It can be taken to advantage only by those with considerable maturity and some range of practical experience. [The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. Tanner receives and corrects all exercises.] Mj.

PROFESSOR DEWEY AND DR. TANNER.

2. The History of Education.—A. A STUDY OF EDUCATIONAL CLASSICS.—Six of the leading masterpieces of educational literature are carefully studied, as follows: (a) Spencer's *Education*, (b) John Locke's *Thoughts on Education*, (c) Rousseau's *Emile*, (d) Pestalozzi's *Leonard and Gertrude*, (e) Froebel's *The Education of Man*, (f) *The Autobiography of John Stuart Mill*. Mj.

B. THE BIOGRAPHIES OF EMINENT EDUCATORS IN MODERN HISTORY.—(a) Froude's *The Life and Letters of Erasmus*, (b) *The Life of Francis Bacon* (English Men of Letters Series), (c) Laurie's *Comenius, His Life and Works*, (d) Morley's *Life of Rousseau*, (e) De Guimps' *The Life of Pestalozzi*, (f) Goethe's *Autobiography*, (g) Fitch's *The Arnolds*. Mj.

C. GREEK AND ROMAN EDUCATION.—(a) Davidson's *The Education of the Greek People*, and his *Aristotle*, (b) Xenophon's *Memorabilia of Socrates*, (c) Plato's *Republic*, (d) Aristotle's *Politics*, (e) *The Life of Cicero*, (f) Quintilian's *Education of the Orator*. Mj.

D. GENERAL HISTORY OF EDUCATION SINCE THE RENAISSANCE.—(a) The Renaissance, (b) the Reformation and protestant schools, Sturm and his school, (c) the Jesuit schools, Loyola and his system, (d) the schools and teachers of Port Royal, (e) the great public schools of England, (f) modern popular education, Volksschule in Germany, lay schools in France, national schools in England, (g) the development of natural science studies and their influence upon school courses, (h) history and modern languages, (i) the education of women, (j) the modern universities. Mj.

DR. McMURRY.

3. The Pedagogy of Herbart.—(a) Life and labors of Herbart, (b) the aim of education as based upon ethics, (c) the method of teaching as based upon psychology, (d) the theory of interest and its applications, (e) apperception, (f) correlation of studies, (g) the culture-historical epochs, (h) the relative value of studies. Mj.

DR. McMURRY.

4. The Special Method of Common School Studies.—(a) Reading and literature in the grades, materials and method, (b) history, American and English, (c) geography, type studies, (d) natural science, selection and arrangement of topics, (e) language lessons and grammar, (f) arithmetic and geometry, (g) the high school course of study, (h) drawing and music. Mj.

DR. McMURRY.

5. General Course in Child-Study.—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relat-

ing to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject.

PROFESSOR DEWEY AND MR. SMEDLEY. Mj.

6. Special Problems in Child-Study.—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth, sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children, and should have opportunities to consult special books and articles upon which the work will be largely based.

(Informal.) Mj.

PROFESSOR DEWEY AND MR. SMEDLEY.

7. Froebel as an Educator.—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child psychology as illustrated in the *Mother Play Book*.

Mj.

MISS VANDEWALKER.

8. Special Problems in School Administration.—A discussion of practical questions arising in school administration and supervision. Special attention will be paid to methods of dealing with children. M.

MR. MANNY.

9. Social Aspects of the Curriculum.—This course will discuss some of the chief subjects of the curriculum from the standpoint of the social conditions of their origin and historical development, and the place occupied by them at present in preparation for social relationships.

M.

MR. MANNY.

II. POLITICAL ECONOMY.

1. Political Economy, Beginner's Course.—The aim of this course is to give to the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day. Mj.

DR. HOWERTH.

2. Political Economy, Advanced.—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for the advanced courses offered in the University.

Mj.

DR. HOWERTH.

3. Socialism.—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint. Mj.

DR. HOWERTH.

***4. Tariff History of the United States.**—The industrial tariffs from 1780-1824, the political tariffs from 1826-1846, the revenue tariffs from 1857-1867, and the protective tariffs since that date will be studied with special reference to the conditions, economic and political, which gave rise to them. A principal aim of the course will be to determine which of the several arguments advanced for and against protection, our experience has proved to be valid. Mj.

ASSISTANT PROFESSOR HILL.

***5. Railway Transportation.**—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés. Mj.

ASSISTANT PROFESSOR HILL.

***6. Banking.**—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made with special attention to the manner in which each meets the problems of currency (coin, note, and deposit) reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards will be subjects of special study. Mj.

ASSISTANT PROFESSOR HILL.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms. Mj.

DR. HATFIELD.

2. American Constitutional Law.—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases supplemented by readings in some of the commentaries. Mj.

DR. HATFIELD.

3. The Elements of International Law.—This course will cover some of the more important prin-

ples of International Law. The work based on the text-book will be supplemented by reference to selected cases. Mj.

DR. HATFIELD.

4. Comparative Politics.—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland, and the United States. Mj.

DR. HATFIELD.

5. Institutes of Roman Law.—This course will embrace a brief study of the historical development of the Roman Law from the XII Tables to Justinian's Codification, and a systematic exposition of the private law as set forth in the Institutes. Mj.

ASSISTANT PROFESSOR FREUND.

IV. HISTORY.

ACADEMY.

1. Roman History to the Death of Augustus.— M.
ASSISTANT PROFESSOR MILLER.

2. Greek History to the Death of Alexander.— M.
MISS PELLETT.

In addition to the political history of the periods covered by courses numbered 1 and 2 a study is made of the literature, art, and philosophy of the times.

COLLEGE.

***3. Outline History of Civilization.**—Beginning with the history of Greece, the course will follow the various phases of development through Roman history, the Mediæval period, and the Renaissance till close upon the French Revolution. The study will proceed mainly on the four lines: (1) government in its connection with political and constitutional history, (2) social life, as it is shown in the family relations and the attitude of the classes towards each other, (3) economic progress, particularly with regard to cultivation, commerce, and communication, (4) higher culture and art. Mj.

DR. WERGELAND.

4. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 2), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj.

PROFESSOR GOODSPREAD.

5. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for con-

*This course will not be offered unless at least three apply.

†This course will be ready October 1, 1899.

stitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied. Mj.

ASSOCIATE PROFESSOR THATCHER AND MISS KNOX.

6. **England from Henry VII to the Present Time.**—Special emphasis will be placed upon the history of the Reformation; the struggle between King and Parliament; English society and civilization; colonial expansion and the growth of democracy in the nineteenth century. Mj.

MR. CATTERALL.

7. **Outline History of Mediæval Europe (350-1500).**—The invasion and settlement of the Barbarians, the revival of the Empire, the growth of the Papacy, and the struggle between them. Mohammed and his religion, the Crusades, the rise of nationalities, Mediæval institutions, and the Renaissance will be studied. Mj.

ASSOCIATE PROFESSOR THATCHER AND MISS KNOX.

8. **Europe from 1517 to 1648.**—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period. Mj.

MR. CATTERALL.

9. **Outline History of Modern Europe (1517-1815).**—The principal topics treated are: the Reformation, the Religious Wars, the Struggle for Constitutional Liberty in England, the Ascendancy of France under Louis XIII and XIV, the Rise of Prussia, England's Colonial Supremacy, and the Era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis will also be placed upon the underlying principles and upon causes and effects. Mj.

MR. CATTERALL.

10. **History of Europe from the Reformation to the French Revolution.**—This course begins with the Reformation in Germany and traces the progress of politics during the sixteenth century as modified by the religious movements in the chief states of Europe. The seventeenth and eighteenth centuries are treated more in outline. Mj.

ASSISTANT PROFESSOR FELLOWS.

11. **General View of the French Revolution.**—This course treats of the industrial and social conditions leading to the calling of a Representative Assembly in 1789; the difficulties involved in forming suitable constitutions; the influence of the movement on other nations; the changes in the Republic which led to the consulate and Empire. Mj.

ASSISTANT PROFESSOR FELLOWS.

12. **History of Europe in the Nineteenth Century.**—The aim of this course is to study the growth of

liberal ideas in the various states of Europe during the present century. Particular attention will be paid to the development of Constitutional Government in order to arrive at an intelligent understanding of the European countries as they are at present. Mj.

ASSISTANT PROFESSOR FELLOWS.

13. **Outline History of the United States from Colonization to the Present Time.**—This course corresponds to Course 3 given resident students at the University. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history. Mj.

MR. CATTERALL.

14. **Period of Discovery and Exploration in America.**—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study. M.

MR. CATTERALL.

15. **Colonial Period and the War of the Revolution (1492-1783).**—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies. Mj.

MR. CATTERALL.

16. **Social Life in the American Colonies.**—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading. M.

ASSISTANT PROFESSOR SHEPARDSON.

17. **Political History of the United States Under the Articles of Confederation.**—Nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow. M.

MR. CATTERALL.

18. **Political History of the United States During the Period of Dominant Foreign Politics (1789-1817).**—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged in

trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government.

M.

MR. CATTERALL.

19. **The United States from 1817-1861.**—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question.

M.

MR. CATTERALL.

20. **Territorial Growth of the United States.**—A course requiring investigation into the geography of the United States tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal.)

M.

ASSISTANT PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Introduction to the Study of Society.**—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, and the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished.

Mj.

DR. HOWERTH.

2. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational and religious questions of our age relating to the home.

Mj.

PROFESSOR HENDERSON.

3. **A Study of Charities and Corrections.**—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training in local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems.

Mj.

PROFESSOR HENDERSON.

4. **A Century in the Development of English Social Philosophy.**—Held, *Zwei Bücher zur socialen Ge-*

schichte Englands and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal.)

Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

5. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.)

Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

6. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered.

Mj.

ASSISTANT PROFESSOR VINCENT.

7. **Urban Life in the United States.**—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed.

Mj.

ASSISTANT PROFESSOR VINCENT.

ANTHROPOLOGY.

8. **Anthropology.**—An elementary course which treats of the origin, antiquity, distribution, and early occupations of man, the sources of language, religion, the arts, and the social relations.

Mj.

ASSOCIATE PROFESSOR STARR.

SANITARY SCIENCE.

9. **Foods.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint.

Mj.

MISS GOODRICH.

10. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning.

Mj.

MISS GOODRICH.

VII. COMPARATIVE RELIGION.

1. **Introduction to the History of Religion.**—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject.

Mj.

PROFESSOR GOODSPEED.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. **Hebrew, Beginner's Course.**—Includes the mastery of the Hebrew of Genesis 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words.

M.

DR. WILLETT.

2. **Hebrew, Intermediate.**—Includes the critical study of Genesis 4-8, with a review of Genesis 1-3, the more rapid reading of fourteen chapters in 1 Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words.

M.

DR. WILLETT.

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew.

M.

DR. WILLETT.

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words.

M.

DR. WILLETT.

5. **Arabic, Beginner's Course.** Mj.
PROFESSOR SANDERS.

6. **Assyrian, Beginner's Course.**—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite.

M.

PROFESSOR BERRY.

7. **Assyrian, Intermediate.**—Includes the reading of about four hundred lines of historical cuneiform texts, with special attention to vocabulary, a further

study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use.

M.

PROFESSOR BERRY.

8. **Egyptian, Beginner's Course.**—Study of (1) the speech of Thutmosis I to the priests of Abydos, (2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period.

M.

ASSISTANT PROFESSOR BREASTED.

Professor Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **New Testament Greek, Beginner's Course.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language.

M.

DR. VOTAW.

2. **New Testament Greek, Intermediate.**—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax.

M.

DR. VOTAW.

3. **New Testament Greek, Advanced.**—For those who have a good knowledge of Greek, college graduates and others, and wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons.

M.

DR. VOTAW.

4. **The Parables of Jesus.**—Their characteristics; principles of interpretation; interpretation of a limited number. (Informal.) Mj.
PROFESSOR MATHEWS.

5. **Social Teachings of Jesus.**—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. (Informal.) Mj.
PROFESSOR MATHEWS.

6. **Historical Study of the Book of Acts.**—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal.) Mj.
PROFESSOR MATHEWS.

7. History of the Apostolic Age.—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal.)

Mj.
PROFESSOR MATHEWS.

8. Life of the Apostle Paul, and Introduction to the Pauline Epistles.—The work in this course is done on the basis of a handbook, prepared by the instructor, containing an outline of the life of Paul, topics for special study, with references to literature, and brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. (Informal.)

Mj.
PROFESSOR BURTON.

9. The Epistle to the Galatians.—Introduction, analysis and interpretation of selected passages. (Informal.)

M.

PROFESSOR BURTON.

10. The Epistle to the Ephesians.—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation and interpretation of the Greek text. (Informal.)

Mj.

PROFESSOR MATHEWS.

11. New Testament Times in Palestine.—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. (Informal.)

Mj.

PROFESSOR MATHEWS.

12. Quotations from the Old Testament in the Gospels.—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. (Informal.)

M.

PROFESSOR BURTON.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. Sanskrit, Beginner's Course.—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeṣa*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. (Informal.)

Mj.

ASSOCIATE PROFESSOR BUCK OR DR. STRATTON.

2. Outlines of the Comparative Grammar of Greek and Latin.—Sounds and Inflections. (Informal.)

Mj.

ASSOCIATE PROFESSOR BUCK OR DR. STRATTON.

The instructors will gladly suggest reading for further work in Sanskrit or Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

1. Greek Primer, Beginner's Course.—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning.

DMj.

ASSISTANT PROFESSOR BRONSON.

2. Xenophon: *Anabasis, Bks. II-III.*—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight.

Mj.

ASSISTANT PROFESSOR BRONSON.

3. Xenophon: *Anabasis, Bks. IV-V.*—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities.

Mj.

ASSISTANT PROFESSOR BRONSON.

4. Prose Composition.—This work will be based on Jones' Greek Composition and will include exercises from Xenophon, Herodotus and prose narrations from episodes of the *Odyssey* and *Iliad*. (Informal.)

Mj.
DR. SEIDENADEL.

5. Homer: *Iliad, Bks. I-III.*—(Informal.)

Mj.
ASSOCIATE PROFESSOR CASTLE.

6. Xenophon: *Memorabilia*.—(Informal.)

Mj.
DR. SEIDENADEL.

7. Herodotus: *Historiæ, Bks. VI-VII.* (Informal.)

Mj.
DR. SEIDENADEL.

8. Demosthenes: *De Corona*.—(Informal.)

Mj.
DR. SEIDENADEL.

9. Demosthenes and Lysias.—Selections. (Informal.)

Mj.
DR. SEIDENADEL.

10. Aeschylus: *Septem contra Thebas; Prometheus Vinctus.* (Informal.)

Mj.
DR. SEIDENADEL.

Associate Professor Castle and Dr. Seidenadel will arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. Latin Primer, Beginner's Course.—Two consecutive Majors.

DMj.

MISS PELLETT.

2. Cæsar: *De Bello Gallico, Bk. II.*—Intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar.

Mj.

MISS PELLETT.

3. *Cæsar* : *De Bello Gallico*, Bks. III-IV.—Continues Course 2. The more difficult Caesarian constructions are carefully studied. Mj.

MISS PELLETT.

4. *Cæsar* : *De Bello Gallico*, Bk. I.—Based on the latter part of Book I, the war with Arioistus. Special attention is given to the subject of Indirect Discourse.

M.

MISS PELLETT.

5. *Viri Romæ*.—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. It is adapted for all who have completed the Primer. M.

MISS PELLETT.

6. *Nepos*.—(Same as Course 5.) M.
MISS PELLETT.

7. *Cicero*.—Courses are offered on the orations *In Catilinam*, *Pro Lege Manilia*, *Pro Milone*, *Pro Marcello*, *Pro Archia*. Prose based on Cicero is given in connection with each course, and the style of Cicero is carefully studied. (Informal.) M.
MISS PELLETT.

8. *Virgil* : *Æneid*, Bk. I.—In all the Virgil courses the subjects of prosody and word derivation are especially treated. M.
MISS PELLETT.

9. *Virgil* : *Æneid*, Bks. II-III. M.
MISS PELLETT.

10. *Virgil* : *Æneid*, Bks. IV-VI. (Informal.) M.
MISS PELLETT.

11. *Selections from Roman Writers*.—This course will contain forty lessons and will be of advantage to those who wish to become acquainted with the style of different Roman writers. M.
MISS PELLETT.

12. *Prose Composition*.—Two Minor courses based on Daniell's Exercises from Cæsar and Cicero, respectively. (Informal.) DM.
MISS PELLETT.

COLLEGE.

13. *Cicero* : *De Senectute*.—Writing of Latin. M.
MISS PELLETT.

14. *Livy*.—A large part of the twenty-first book is read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned to each lesson. M.
ASSISTANT PROFESSOR MILLER.

15. *Prose Composition Based on Livy, Advanced*. The exercises based on selected portions the Latin text are graded according to the ability of the student. The course offers an opportunity for the student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal.) M.
ASSISTANT PROFESSOR MILLER.

16. *Ovid*.—Selections from the *Epistulae*, *Amores*, *Fasti*, *Metamorphoses*, and *Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. M.
ASSISTANT PROFESSOR MILLER.

17. *Horace* : *Odes*, Bks. I-III.—This course includes: Commentary upon the details of each ode, syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. M.
ASSISTANT PROFESSOR MILLER.

18. *Roman Belief with Reference to the Soul and the Life after Death*.—This course is the study of a topic, and is based for material upon a variety of authors: Cicero, *Tusculan Disputations* I, *De Senectute*, *De Amicitia*, *Epistles*; Virgil, *Æneid*, Book VI; Horace, *Selected Odes*; Ovid, Seneca, Persius, etc. (Informal.) M.
ASSISTANT PROFESSOR MILLER.

The Department will endeavor to arrange advanced informal courses whenever practicable. In this way courses have been offered in Terence, Tacitus, Plautus, and Cicero's *Tusculan Disputations*.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. *French, Beginner's Course*.—The object of this course is to acquaint the student with all of the essential principles of French grammar, to enable him to turn easy English into idiomatic French, and to translate at sight such French as easy history or light fiction. M.
DR. NEFF.

2. *French, Intermediate*.—This course is a continuation of the Beginner's course. It includes a review of the irregular verbs, inductive study of the grammar from the texts read, and additional practice in French composition. M.
DR. NEFF.

3. *French Novels*.—This course continues Course 2, and, with 1 and 2, offers the work which is the minimum French required of all candidates for the Bachelor's degree in the University. In addition to the lines of work mentioned in 2, especial study is made of French synonyms, for the purpose of increasing the vocabulary. M.
DR. NEFF.

4. *French, Advanced*.—General outline of the History of French Literature or the special study of a given period of that history. Readings are assigned

and the student reports weekly on the work which he has accomplished. Twenty lessons. (Informal.)

Mj.
DR. DE POYEN-BELLISLE.

5. Old French Texts.—This course provides for a complete survey of the literature of Old French. (Informal.) Mj.

DR. DE POYEN-BELLISLE.

6. Historical French Grammar.—Planned to give the student who specializes in either French or in English the necessary foundation for his special work, through an exhaustive linguistic study. (Informal.)

Mj.
DR. DE POYEN-BELLISLE.

7. Spanish, Beginner's Course.—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish. Mj.

DR. PIETSCH AND MISS CAMERON.

8. Modern Spanish Novels and Dramas.—Reading of Valera, *Pepita Jiménez*; Caballero, *La Familia de Alvareda*; Estabanez, *Un Drama Nuevo*. Mj.

Prerequisite: *Course 7 or its equivalent.*
DR. PIETSCH AND MISS CAMERON.

9. Prose Composition.—The aim of this course is to give the student facility in writing Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. (Informal.) Mj.

Prerequisite: *Course 7 or its equivalent.*
DR. PIETSCH AND MISS CAMERON.

10. Italian, Beginner's Course.—The aim of this course is to ground the student in the essential grammar of the language and to equip him with a vocabulary which will enable him to read simple Italian prose. An accented text will be used in order that the student may acquire correct pronunciation. Mj.

ASSISTANT PROFESSOR HOWLAND.

11. Italian, Advanced.—Advanced courses in Italian will be arranged suited to the student's purposes and advancement. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.) Mj.

ASSISTANT PROFESSOR HOWLAND.

The instructors in the Romance Department offer informal instruction by correspondence in special literary and philological subjects, along the lines in which they are giving instruction in their regular University courses. In this way courses have been given in *Philology and Phonology*, *Old French Morphology*, *Old French*, *Victor Hugo*, *French Literature of the Nineteenth Century*, *French Dialects*, *History of Old French Literature and Culture*, *Contemporaneous French Literature*, *Old French Epic*.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. German, Beginner's Course.—This course will aim to give familiarity with pronunciation, a mastery of the forms of the language as well as of the more important rules of syntax, ability to read easy German prose at sight and drill in writing and in reading German script. (Two consecutive Majors of twenty lessons each.)

DMj.

DR. KERN.

2. German, Intermediate.—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar-work. Attention will be directed constantly to German idiom, and from time to time the student will be required to reproduce in German what he has read. In the composition work emphasis will be laid upon word-order and sentence-structure, the knowledge of which is essential to the proper appreciation of the language.

Mj.

MR. ALMSTEDT.

3. Prose Composition, Intermediate.—Translation of easy, idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom.

Mj.

DR. KERN.

4. Prose Composition, Advanced.—Theme Writing. Of especial value to teachers. (Informal.) Mj.

ASSOCIATE PROFESSOR CUTTING.

Associate Professor Cutting, Assistant Professor Schmidt-Wartenberg, and Assistant Professor von Klenze offer instruction by informal correspondence in various fields of German Literature and German Philology, and the Grammar of German Dialects (the *Nibelungenlied*, Lessing, Goethe, etc.). In this way courses have been given in *Gothic*, *Old High German*, *Germanic Phonology*, *Schiller*, *Goethe's Lyrical Poetry*, *Wallenstein*, *Heine*, and *Faust*.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMY.

1. Grammar and Composition.—This course is designed as preparatory to English I. It covers, in general, the field of English Grammar, with special emphasis on sentence construction. The work at first will consist chiefly of exercises. Toward the close of the course the student will submit simple themes which will receive the personal supervision of the instructor.

MR. LINN.

2. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements for admission to col-

lege in English literature. The aim is to make it valuable not only to students preparing for admission, to college but to all teachers of English in preparatory schools. Mj.

MRS. MACCLINTOCK.

COLLEGE.

3. English. I. Rhetoric and English Composition.—The aim of this course is to give the student a practical knowledge of the principles of rhetoric and of their application to English writing. To this end the student will prepare exercises illustrating the use of words; the structure of sentences, paragraphs, and whole compositions; and other rhetorical subjects. He will also be required to write short themes on suggested topics. Exercises and themes will be criticised and returned to the writer for correction. Mj.

MR. LINN.

***4. English II. Daily Themes.**—The work in this course will consist in the preparation of one theme every day except Sunday for twelve weeks. The subject of the theme may be chosen by the student. It should be, so far as possible, connected with the events of the day on which it is written. The most interesting or notable occurrence, the experience which serves to distinguish that day from others, should be recorded as faithfully as possible, and with as much artistic skill as the writer can command. The instruction in the course will be personal, not general. No attempt will be made to present rhetorical principles except so far as their application concerns the actual work of the student. The student is, however, supposed to be familiar with the principles of rhetoric acquired in Course 3 or its equivalent. The fee for this course is \$16. M.

ASSISTANT PROFESSOR LOVETT, MR. LINN,
OR MISS FOSTER.

***5. English III. Advanced Composition.**—The work in this second advanced course will consist of the preparation of twelve themes, each, roughly speaking, from six to twelve pages in length. The student will be expected to give some attention to each of the four divisions of composition—exposition, argument, narration, and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. As in Course II, the instruction will be personal not general. The course is to be regarded as an extension of Course II. Admission to it may be obtained in one of two ways, (a) by passing creditably Courses I and II; (b) by submitting to the instructor a manuscript showing some literary ability. The fee for this course is \$16. M.

ASSISTANT PROFESSOR LOVETT, MR. LINN, OR
MISS FOSTER.

*The Department reserves the right to assign the instructor in every case but will give all possible consideration to the student's choice.

***6. English IV. Special Forms of Writing.** This course is intended for those who desire practice in some special form of writing, *e.g.*, the editorial, the short story, the book-review, etc. The number of manuscripts to be submitted will vary according to the kind of work chosen, and will be determined upon consultation with the instructor. Admission to the course may be gained either by passing creditably Courses 3, 4, and 5, or by submitting to the instructor a manuscript showing literary ability. Mj.

ASSISTANT PROFESSOR LOVETT, MR. LINN, OR
MISS FOSTER.

7. Masterpieces of English Literature.—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature. Mj.

MRS. MACCLINTOCK.

8. English Literature of the Classical Period (1660-1740).—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. Mj.

DR. REYNOLDS.

9. Studies in Shakespeare.—The following plays: *As You Like It*, *King Richard III*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character. Mj.

Prerequisite: *Course 7 or its equivalent*.

MRS. MACCLINTOCK.

10. Shakespeare's Heroines.—(1) Juliet: With references to Helena and Ophelia. (2) Portia: With references to Beatrice and Rosalind. (3) Desdemona: With references to Cordelia and other great figures of the tragedies. (4) Lady Macbeth: With references to Margaret of Anjou and other historical characters. (5) Cleopatra: With references to Cressida and to Volumnia and the Roman Portia. (6) Imogen: With references to Perdita, Hermione, Miranda, and Queen Catharine. M.

MR. TROOP.

11. The English Romantic Poets.—An advanced undergraduate study of typical selections from Burns, Cowper, Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats together with an introduction to a philosophical view of the Romantic movement in England. Mj.

Prerequisite: *Courses 7 and 9 or their equivalents*.

ASSISTANT PROFESSOR REYNOLDS.

12. Studies in the Poetry of Wordsworth.—Based on *The Prelude*. Wordsworth's education as a poet,

his attitude toward man, and his poetry of nature, form the three divisions of this work. M.

DR. REYNOLDS.

13. Studies in the Works of Robert Browning. M.
DR. TRIGGS OR MISS RADFORD.

14. Studies in the Poetry of Tennyson. M.
MISS RADFORD.

15. Studies from the Works of Walt Whitman. M.
DR. TRIGGS.

16. Great Essayists of the Nineteenth Century.—Their contributions to culture and the conduct of life. (1) Lamb: A founder of nineteenth century literature. (2) Macaulay: The representative of the common sense of his time. (3) Carlyle: A mystic in thought, a realist in description, a humorist in both. (4) Emerson: Accepted as one of the wise masters, who lived the life of the spirit. (5) Ruskin: The greatest art-critic and word-painter of modern times. (6) Matthew Arnold: The apostle of nineteenth century culture.

M.

MR. TROOP.

17. Representative English Writers of the Nineteenth Century.—Lamb, Jane Austen, Carlyle, Thackeray, Tennyson, Stevenson. These six authors are chosen on the ground that they are especially well adapted to exhibit the varied excellence and power of our literature in this century. A somewhat detailed study of their literary art will be made. M.
ASSISTANT PROFESSOR ROLFE.

18. Studies in Fiction.—This course is designed as a systematic and comprehensive introduction to the study of prose fiction, discussing the elements: plot, characterization, narrative, and description, dialogue, background, etc. The work will be based upon and illustrated from a body of selected masterpieces of English fiction, to be read carefully by the student.

M.

ASSOCIATE PROFESSOR MACCLINTOCK.

19. Great Novelists of the Nineteenth Century.—Their philosophy and criticisms of life. (1) Scott: The Wizard of the North. (2) Dickens: The most railing, the most comic, the most jocose of English authors. (3) Thackeray: A master in displaying human nature and conduct. (4) Hawthorne: The allegorist of the conscience. (5) Eliot: The novelist controlled by scientific ideas. (6) Stevenson: A writer trebly rich in the spirit of romance, in a wise morality, and in a style the most perfect in his generation. M.
MR. TROOP.

20. Modern Realistic Fiction.—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*,

Howells' *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Sudermann's *The Wish*, Wilkins' *Pembroke*. Mj.

MISS RADFORD.

21. Types of the Modern Drama.—A study of ten modern dramas: Tennyson's *Harold*; Browning's *A Blot in the Scutcheon*; Swinburne's *Atalanta in Calydon*; Maeterlinck's *The Blind*; Wagner's *Tannhäuser*; Hauptmann's *Sunken Bell*; Sudermann's *Magda*; Rostand's *Cyrano de Bergerac*; Shaw's *You Never Can Tell*; Ibsen's *Brand*. Mj.

DR. TRIGGS.

22. Studies in American Literature.—Hawthorne, with special reference to *Scarlet Letter* and *Marble Faun*. Emerson, studying with care some of his essays and the poems. Thoreau, with special attention to *Walden*. Whittier. Lowell (one lesson devoted to a study of his political addresses). Longfellow. Mj.

ASSISTANT PROFESSOR ROLFE.

23. Beginning Old English. Mj.
ASSOCIATE PROFESSOR BLACKBURN.

24. A Study of the Beowulf.—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. Mj.

MRS. MACCLINTOCK.

GRADUATE.

25. The Beginnings of the English Romantic Movement.—This course is a study of movements in English literature from 1725-1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic tendencies of the 18th century—tendencies which finally produced the work of Burns, Cowper, Wordsworth, Coleridge, Shelley, Keats, Byron, etc. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious independent study. Mj.

ASSOCIATE PROFESSOR MACCLINTOCK.

26. Studies in Elizabethan Literature. Mj.
DR. CARPENTER AND MISS RADFORD.

Associate Professor Blackburn offers instruction by informal correspondence to anyone desiring advanced work in Old English.

XVII. MATHEMATICS.

ACADEMY.

1. Algebra.—Wells's *University Algebra*. Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

2. **Plane Geometry.**—Wells's *Plane Geometry* (New Edition). Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

3. **Solid Geometry.**—Byerly's edition, *Chauvenet's Solid Geometry*. M. ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. **College Algebra.**—Wells's *University Algebra*. Mj. ASSISTANT PROFESSOR HOOVER.

5. **Theory of Equations.**—Todhunter's *Theory of Equations*. (Informal.) M. ASSISTANT PROFESSOR HOOVER.

6. **Plane Trigonometry.**—Bowser's *Treatise on Plane Trigonometry*. Mj. ASSISTANT PROFESSOR HOOVER.

7. **Special Trigonometry.**—Casey's *Plane Trigonometry*, or Chauvenet's *Plane and Spherical Trigonometry*. (Informal.) M. ASSISTANT PROFESSOR HOOVER.

8. **Analytic Geometry.**—Bowser's *Elements of Analytic Geometry*. Mj. ASSISTANT PROFESSOR HOOVER.

9. **Calculus.**—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

10. **Advanced Calculus.**—Byerly's *Differential and Integral Calculus*. (Informal.) Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

11. **Theory of Equations.**—Advanced course. Burnside and Panton's *Theory of Equations*, third edition. (Informal.) Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

12. **Analytic Geometry.**—Advanced course. Salmon's, or C. Smith's *Conic Sections*, or Loney's *Coordinate Geometry*. (Informal.) Mj. ASSISTANT PROFESSOR HOOVER.

13. **Solid Analytic Geometry.**—C. Smith's *Solid Analytic Geometry*, or Frost's *Solid Analytic Geometry*. (Informal.) Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

GRADUATE.

14. **Analytical Statics.**—Minchin's *Statics*, Todhunter's *Statics*, or Routh's *Statics*. (Informal.) Mj. ASSISTANT PROFESSOR HOOVER.

15. **Differential Equations.**—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. (Informal.) Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

16. **Dynamics of a Particle.**—Tait and Steele's *Dynamics of a Particle*. (Informal.) Mj. ASSISTANT PROFESSOR HOOVER.

17. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj. ASSISTANT PROFESSOR HOOVER.

18. **Analytical Mechanics.**—Advanced course. Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) (Informal.) Two consecutive Majors. DMj. ASSISTANT PROFESSOR HOOVER.

19. **Projective Geometry.**—Reye's *Geometrie der Lage*. (Informal.) Mj. PROFESSOR MOORE.

20. **Modern Analytic Geometry.**—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj. PROFESSOR MOORE.

21. **Analysis.**—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal.) 4 Majors. PROFESSOR MOORE.

22. **Theory of Functions of a Complex Variable.**—Burkhardt's *Einführung in die Theorie der Analytischen Functionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal.) DMj. PROFESSOR MOORE.

23. **Elliptic Functions.**—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal.) DMj. PROFESSOR MOORE.

24. **Algebra.**—Weber's *Lehrbuch der Algebra*. (Informal.) DMj. PROFESSOR MOORE.

25. **Numbers.**—Bachmann's *Zahlentheorie*. (Informal.) DMj. PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. **Astronomy, Beginner's Course.**—Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal.) Mj. DR. LAVES OR MR. MOULTON.

2. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj. DR. LAVES OR MR. MOULTON.

3. **Analytical Mechanics.**—Advanced course. Ziwet's *Theoretical Mechanics*. (Informal.) Mj. Prerequisite: Courses 10 and 13 in the Department of Mathematics and Course 2. DR. LAVES OR MR. MOULTON.

4. **Celestial Mechanics.**—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I., or O. Dzobek, *Mathematical Theories of Planetary Motions*. (Informal.) Mj. Prerequisite: Course 3 or its equivalent, and a reading knowledge of French. DR. LAVES OR MR. MOULTON.

XXI. GEOLOGY.

1. **Physiography.**—The course embraces the following general subjects: (1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; (2) the atmosphere, its constitution, temperature, pressure, and movements, weather changes and climate; (3) the ocean, its constitution, temperature, movements, geologic activities, coast-line phenomena; (4) the land, the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and sea-shore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of course 1a offered resident students and is suited to the needs of those who teach Physical Geography and Physiography in Grammar or High Schools. Mj.

DR. KÜMMEL.

XXVII. BOTANY.

1. **General Morphology of the Algae and Fungi.**—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks, course at the University. The fifty types studied represent all the main groups of Algae and Fungi. The applicant must have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material. Mj.

DR. CHAMBERLAIN.

2. **General Morphology of the Bryophytes and Pteridophytes.**—A course similar to the one in Algae and Fungi and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50. Mj.

DR. CHAMBERLAIN.

3. **General Morphology of the Gymnosperms and Angiosperms.**—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material, \$2.50. Mj.

ter without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5.00.

Mj.

DR. CHAMBERLAIN.

4. **Laboratory Ecology.**—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of Elementary Botany, and should have access to a compound microscope. Material will be furnished for the cost of transportation, so far as the student is unable to obtain it for himself. Mj.

DR. COWLES.

5. **Field Ecology.**—This course is designed primarily for those students who have taken the work in Elementary Ecology at the University and who desire to pursue further investigations along that line at their homes. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study (Informal.) Mj.

DR. COWLES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. **Old Testament History: Samuel, Saul, David, and Solomon.**—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of 1 Samuel to 2 Kings, ix. M.

DR. WILLETT.

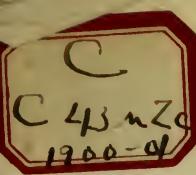
XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. M.

MR. VARNEY.

2. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: A study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; application to present life and character. M.

MR. VARNEY.



The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

THE
UNIVERSITY
OF CHICAGO

THE UNIVERSITY EXTENSION DIVISION

Correspondence-study Department

CIRCULAR OF INFORMATION, 1900-1901

CHICAGO

The University of Chicago Press

1900

THE CORRESPONDENCE-STUDY DEPARTMENT.

I. OFFICERS OF ADMINISTRATION.

THE PRESIDENT OF THE UNIVERSITY, WILLIAM RAINY HARPER.

THE DIRECTOR OF THE UNIVERSITY EXTENSION DIVISION, EDMUND JAMES JAMES.

THE SECRETARY OF THE CORRESPONDENCE-STUDY DEPARTMENT, HERVEY FOSTER MALLORY.

THE FACULTY.

WILLIAM RAINY HARPER, Ph.D., D.D., LL.D., *President of the University; Professor and Head of the Department of Semitic Languages and Literatures; Director of Haskell Oriental Museum.*

GALUSHA ANDERSON, A.M., S.T.D., LL.D., *Professor and Head of the Department of Homiletics.*

FRANKLIN JOHNSON, D.D., LL.D., *Professor of Church History and Homiletics.*

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CHARLES RICHMOND HENDERSON, A.M., D.D., *Professor of Sociology in the Divinity School; University Chaplain.*

ERNEST DEWITT BURTON, A.B., D.D., *Professor and Head of the Department of New Testament Literature and Interpretation.*

EDMUND JAMES JAMES, A.M., Ph.D., *Professor of Public Administration; Director of the University Extension Division.*

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GEORGE BURMAN FOSTER, A.M., *Professor of Systematic Theology.*

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JOHN WILDMAN MONCRIEF, A.M., *Associate Professor of Church History.*

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GEORGE EDGAR VINCENT, Ph.D., *Associate Professor of Sociology; Dean of the Junior Colleges.*

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KARL PIETSCH, Ph.D., *Assistant Professor of Romance Languages and Literatures.*

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HANS M. SCHMIDT-WARTENBERG, Ph.D., *Assistant Professor of Germanic Philology.*

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CAMILLO von KLENZE, Ph.D., *Assistant Professor of German Literature.*

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CLYDE WEBER VOTAW, D.B., Ph.D., Assistant Professor of New Testament Literature.

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ROBERT MORSS LOVETT, A.B., Assistant Professor of English.

JARED G. CARTER TROOP, A.M., Assistant Professor of English.

MAXIME INGRES, A.B., Assistant Professor of Romance Languages and Literatures.

PAUL OSKAR KERN, Ph.D., Instructor in Germanic Philology.

PORTER LANDER MACCLINTOCK, A.M., Instructor in English.

WARDNER WILLIAMS, Mus.Doc., Ph.D., Instructor in and Director of Music.

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FREDERIC IVES CARPENTER, Ph.D., Instructor in English.

IRA WOODS HOWERTH, Ph.D., Instructor in Sociology (University College).

JAMES HARRINGTON BOYD, Sc.D., Instructor in Mathematics.

ELIZABETH WALLACE, S.B., Instructor in Romance Languages.

KURT LAVES, Ph.D., Instructor in Astronomy.

OSCAR LOVELL TRIGGS, Ph.D., Instructor in English.

ADDISON WEBSTER MOORE, Ph.D., Instructor in Philosophy.

RALPH CHARLES HENRY CATTERALL, A.B., Instructor in Modern History.

HENRY RAND HATFIELD, Ph.D., Instructor in Political Economy and Political Science.

GEORGE HERBERT LOCKE, A.M., Instructor in Pedagogy.

LINDSAY TODD DAMON, A.B., Instructor in English.

FOREST RAY MOULTON, Ph.D., Instructor in Astronomy.

CHARLES JOSEPH CHAMBERLAIN, A.M., Ph.D., Associate in Botany.

MERTON LELAND MILLER, Ph.D., Associate in Anthropology.

AMY ELIZA TANNER, Ph.D., Associate in Philosophy.

HERMAN BENJAMIN ALMSTEDT, Ph.D., Associate in German.

EDITH BURNHAM FOSTER, Ph.B., Associate in English.

HENRY CHANDLER COWLES, Ph.D., Assistant in Botany.

MAUD LAVENIA RADFORD, Ph.M., Assistant in English (University College).

JAMES WEBER LINN, A.B., Assistant in English.

HOWELL EMLYN DAVIES, Ph.D., Assistant in Bacteriology.

HIRAM PARKER WILLIAMSON, A.M., Assistant in Romance Languages and Literatures.

ROBERT WALTER BRUÈRE, A.M., Assistant in Rhetoric.

CHARLES WILLIAM SEIDENADEL, Ph.D., Docent in Ancient Greek Authors on Music.

AGNES MATHILDE WERGELAND, Ph.D., Docent in History.

CHARLES ALEXANDER McMURRY, Ph.D., Lecturer in Pedagogy.

LISI CECILIA CIPRIANI, Ph.D., Docent in Literature (in English).

WILLARD KIMBALL CLEMENT, Ph.D., Assistant in Latin.

WALTER EUGENE GARREY, Ph.D., Assistant in Physiology.

MICHAEL FREDERICK GUYER, Ph.D., Assistant in Zoölogy.

S. FRANCES PELLETT, A.M., Non-Resident Reader in Latin.

HENRY BARNARD KÜMMEL, Ph.D., Non-Resident Reader in Geology.

FRANK A. MANNY, A.M., Non-Resident Reader in Pedagogy.

NINA CATHERINE VANDEWALKER, Ped.M., Non-Resident Reader in Pedagogy.

FRED WARREN SMEDLEY, Ph.B., Reader in Pedagogy.

FRANCES ADA KNOX, A.B., Reader in History.

CHARLES HARRIS HASTINGS, A.B., Reader in Bibliography.

MARY CHARLOTTE EDITH CAMERON, A.B., Reader in Romance Languages.

THOMAS ALLAN HOBEN, A.M., Reader in New Testament Literature and Interpretation.

RALPH GRIERSON KIMBLE, A.B., Reader in Sociology.

OSCAR TUNSTAL MORGAN, A.M., Non-Resident Reader in Semitics.

HARRY JUSTIN SMITH, A.B., Non-Resident Reader in the English Theological Seminary.

ELIZABETH BUTLER RAYCROFT, Ph.B., Reader in Sanitary Science.

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in two ways: (1) By lecture-study courses, (2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. The Correspondence Work in General.—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction and correction* may be given often-times as effectively by written as by spoken word.

2. Purpose and Constituency.—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) Students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some special subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. Method of Instruction.—Each correspondence course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms Major (M_j) and Minor (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) *Formal* courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under guidance as in the recitation room. At *regular* intervals the student mails to the instructor a recitation paper on which he has written out

the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

2) *Informal* courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated.

4. Admission.*

1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be furnished upon request. *It should, in every case, accompany the fee for a new course.*

2) All correspondence students are classified as *Regular* or *Special* students, according as they have or have not satisfied the requirements for entrance to one of the colleges or schools of the University.

5. Recognition for Work.

1) A University Extension Certificate is granted for each correspondence course successfully completed.

* **NOTE.**—If the correspondence student shall come to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (cf. *Circular of Information of the Department of Arts, Literature, and Science*).

2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions :

- The applicant shall present a University Extension Certificate for the work performed.
- He shall pass a satisfactory examination on the course at the University at such time as is most convenient to himself and his instructor. (If the correspondence student has been a resident student the examination may be held elsewhere than at the University of Chicago, *at the discretion* of the Director of the University Extension Division and the student's Dean.)
- Only those who receive a grade of A, B, or C, will be regarded as having passed.
- If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
- See also Regulations 1, 2, and 5.

6. Regulations.

- The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three quarters) in resident study at the University of Chicago.
- A student may not do more than one third of the work required for a degree by correspondence. Thirty-six Majors are required for the *Bachelor's* degree; one year of resident work for the *Master's* degree; three years of work for the *Doctor's* degree.
- Of the courses offered by correspondence the student will not be allowed to select more than two at a time, except by consent of the Director of the University Extension Division.
- A student may begin a correspondence course at any time in the year.
- A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- A student will be expected to complete any course *within one year from the end* (i. e., March 23, June 23, September 23, December 23) of that quarter in which he registers.
- A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.

- Extension of time will be granted: (1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, provided that due notice be given the Secretary and the Instructor both at the beginning and end of such resident study. (2) *For one full year from the date of expiration of the course*, if, on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [cf. § 6, 6)], provided (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.
- During an instructor's vacation a substitute will, *if possible*, be provided.
- All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- No fees can be refunded on account of a student's inability to enter upon or continue a course.
- The matriculation fee will not be refunded in any case.
- The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- A student will be required to pay for but one Major of a Double Major (DMj) course (e. g., Course 1 in Greek, Latin, German, etc.,) at a time.
- Regularly, a Major will consist of forty, and a Minor of twenty written lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course.
- Courses announced as Majors cannot be taken as Minors.
- Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [cf. § 5].
- Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

- All fees are payable in advance.
- The matriculation fee is \$5.00 [cf. § 6, 10)]; tuition fee for each Minor (M) is \$8.00 and for

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each Major (Mj) \$16.00. The tuition fee includes payment for the instruction sheets received. Text-books must be purchased by the student.

- 3) The student is required to enclose postage for the return of the lesson-papers [cf. § 6, 13].
- 4) All money should be sent by draft or money order, *not by check*, made payable to THE UNIVERSITY OF CHICAGO.

8. **Method of Registration** (Recapitulated).

- 1) File an application blank for *each* course taken, in the Correspondence-study office. This blank will be furnished upon request [cf. § 4, 1].
- 2) *Forward with the application blank the necessary fees:* (a) \$5.00 for matriculation, if a new matriculant in the University [cf. § 6, 10]; (b)

\$8.00 for each Minor course, or \$16.00 for each Major course taken; (c) An additional fee for certain courses in Botany and Zoölogy.

- 3) A student registering for English Theological Seminary courses will pay \$3.00 for each course taken (cf. p. 24).
9. **Books, etc.** — Text-books, maps, etc., which are recommended for use in the various courses may be obtained by ordering directly through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.
10. **Lecture-Study.** — Attention is called to the special circular relative to lecture-study work which may be obtained upon application.

III. COURSES OF INSTRUCTION.

IA. PHILOSOPHY.

1. **Elementary Psychology.** — This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental processes, in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles.

Mj.

DR. TANNER.

2. **Advanced Psychology.** — This course is open only to those who have had the elementary course in psychology or its equivalent. It will be carried on by informal instead of formal correspondence, and will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view 1) to mastering the authors, and 2) to criticising them. The books used and subjects discussed will vary with the preparation and aims of the individual student.

• (Informal.) Mj.

DR. TANNER.

3. **Logic.** — An elementary course treating especially of the syllogism. It embraces a treatment of Deductive and Inductive Logic. Special attention is given to practical exercises.

Mj.

DR. TANNER.

4. **Ethics.** — A series of introductory studies intended 1) to familiarize the student with the main aspects of ethical theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: *a*) the nature of moral

conduct, *b*) the psychology of obligation, conscience, responsibility, and freedom, *c*) an historical and critical study of the various standards of estimating conduct, with special attention to Mill, Spencer, and Kant.

Mj.

DR. MOORE.

5. **Introduction to Philosophy.** — A detailed study of current philosophic problems such as: knowledge of the external world; the validity of thought; relation of the physical and the psychical; the meaning of truth and error; freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies.

Mj.

DR. MOORE.

6. **Greek and Mediæval Philosophy.** — This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato, and to Aristotle's *Ethics*.

Mj.

PROFESSOR TUFTS.

7. **Modern Philosophy.** — Descartes to Hume, with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*.

(Informal.) Mj.

PROFESSOR TUFTS.

8. **Introduction to Kant.** — Watson's *Selections*, and Mahaffy and Bernard's editions of *The Critique of*

Pure Reason, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibniz, for which Dewey's *Leibniz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique*, as found in Watson's *Selections*. (Informal.)

Prerequisite: *Course 7, or its equivalent.*

Mj.

PROFESSOR TUFTS.

9. Movements of Thought in the Nineteenth Century.

The course is a continuation of the History of Modern Philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will be necessarily superficial, touching only upon the important moments in the development of thought during this century.

Mj.

ASSISTANT PROFESSOR MEAD.

IB. PEDAGOGY.

1. **Educational Psychology.**—A study of the bearing of some fundamental psychological processes such as Habit, Attention, Imagery, Emotion, Motor Impulses, etc., upon school work, suggesting, also, the psychological basis of observation and interpretation of individual children. Also the psychological principles involved in the problems of "Recapitulation" and "Correlation" will receive attention.

Mj.
DR. MOORE.

2. Outline of the Progress of Educational Thought and Practice.

A. **HISTORY OF EDUCATIONAL THEORIES AND PRACTICES FROM THE TIME OF THE GREEKS TO THE RISE OF UNIVERSITIES.**

M.

B. **EDUCATIONAL THOUGHT AND PROGRESS FROM THE THIRTEENTH TO THE EIGHTEENTH CENTURIES, INCLUSIVE.**

M.

C. **EDUCATION IN THE NINETEENTH CENTURY—ITS FUNDAMENTAL PRINCIPLES, ITS ORGANIZATION AND RELATION TO SOCIAL LIFE.**

M.

Each of the courses, A, B, C, is complete in itself and may be treated as such, yet to obtain a comprehen-

hensive view of the progress of educational effort, the courses ought to be taken in the order indicated. The aim in all these is to make the student acquainted with the educational aims and practices of the past and with the most important educational classics; and thus to enable him to obtain a foundation for the criticism of present theories and practices in the light of their historical evolution, and incidentally to acquire many rules for guidance in the actual work of teaching. Certain works representative of each period will be carefully studied.

DR. LOCKE.

3. The History of Education.

A. **GENERAL HISTORY OF EDUCATION SINCE THE RENAISSANCE.**—a) The Renaissance, b) the Reformation and protestant schools, Sturm and his school, c) the Jesuit schools, Loyola and his system, d) the schools and teachers of Port Royal, e) the great public schools of England, f) modern popular education, Volksschule in Germany, lay schools in France, national schools in England, g) the development of natural science studies and their influence upon school courses, h) history and modern languages, i) the education of women, j) the modern universities.

Mj.

B. **REPRESENTATIVE EDUCATORS IN MODERN HISTORY.**—a) Froude's *The Life and Letters of Erasmus*, b) *The Life of Francis Bacon* (English Men of Letters Series), c) Laurie's *Comenius, His Life and Works*, d) Morley's *Life of Rousseau*, e) De Guimps' *The Life of Pestalozzi*, f) Goethe's *Autobiography*, g) Fitch's *The Arnolds*.

Mj.

C. **A STUDY OF EDUCATIONAL CLASSICS.**—Six of the leading masterpieces of educational literature are carefully studied, as follows: a) Spencer's *Education*, b) John Locke's *Thoughts on Education*, c) Rousseau's *Emile*, d) Pestalozzi's *Leonard and Gertrude*, e) Froebel's *The Education of Man*, f) *The Autobiography of John Stuart Mill*.

Mj.

D. **GREEK AND ROMAN EDUCATION.**—a) Davidson's *The Education of the Greek People*, and his *Aristotle*, b) Xenophon's *Memorabilia of Socrates*, c) Plato's *Republic*, d) Aristotle's *Politics*, e) *The Life of Cicero*, f) Quintilian's *Education of the Orator*.

Mj.

DR. McMURRY.

4. **Philosophy of Education.**—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects. It can be taken to advantage only by those with considerable maturity and some range of

CIRCULAR OF INFORMATION

practical experience. [The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. Tanner receives and corrects all exercises.]

Mj.

PROFESSOR DEWEY AND DR. TANNER.

5. **The Pedagogy of Herbart.**—*a*) Life and labors of Herbart, *b*) the aim of education as based upon ethics, *c*) the method of teaching as based upon psychology, *d*) the theory of interest and its applications, *e*) apperception, *f*) correlation of studies, *g*) the culture-historical epochs, *h*) the relative value of studies.

Mj. DR. McMURRY.

6. **Froebel as an Educator.**—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child psychology as illustrated in the *Mother Play Book*.

Mj.

MISS VANDEWALKER.

7. **The Special Method of Common School Studies.** *a*) Reading and literature in the grades, materials and method, *b*) history, American and English, *c*) geography, type studies, *d*) natural science, selection and arrangement of topics, *e*) language lessons and grammar, *f*) arithmetic and geometry, *g*) the high-school course of study, *h*) drawing and music.

Mj.

DR. McMURRY.

8. **General Course in Child-Study.**—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relating to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject.

Mj.

MR. SMEDLEY.

9. **Special Problems in Child-Study.**—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth, sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children,

and should have opportunities to consult special books and articles upon which the work will be largely based. (Informal.)

Mj.

MR. SMEDLEY.

10. **The Organization and Management of Schools.** The general aim of this course is to enable those teachers, principals, and superintendents who are now at work and have an interest in their profession, to study carefully the problems that arise in our complex system of school organization. Attention will be given to the management of classes, examinations, promotions, and discipline, and to methods of teaching elementary and secondary subjects. The duties of teachers, principals, and superintendents will be considered separately and in relation to one another. (Informal.)

Mj.

DR. LOCKE.

11. **Special Problems in School Administration.**—A discussion of practical questions arising in school administration and supervision. Special attention will be paid to methods of dealing with children.

M. MR. MANNY.

12. **Social Aspects of the Curriculum.**—This course will discuss some of the chief subjects of the curriculum from the standpoint of the social conditions of their origin and historical development, and the place occupied by them at present in preparation for social relationships.

M.

MR. MANNY.

II. POLITICAL ECONOMY.

1. **Elementary Political Economy.**—The aim of this course is to give to the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day.

Mj.

DR. HOWERTH.

2. **Advanced Political Economy.**—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for the advanced courses offered in the University.

Mj.

DR. HOWERTH.

3. **Socialism.**—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint.

Mj.

DR. HOWERTH.

4. **Tariff History of the United States.**—The industrial tariffs from 1780-1824, the political tariffs from 1826-1846, the revenue tariffs from 1857-1867, and the protective tariff since that date will be studied with special reference to the conditions, economic and

political, which gave rise to them. A principal aim of the course will be to determine which of the several arguments advanced for and against protection, our experience has proved to be valid. Mj.

ASSISTANT PROFESSOR HILL.

5. **Railway Transportation.**—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés. Mj.

ASSISTANT PROFESSOR HILL.

6. **Banking.**—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made with special attention to the manner in which each meets the problems of currency (coin, note, and deposit) reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards will be subjects of special study. Mj.

ASSISTANT PROFESSOR HILL.

III. POLITICAL SCIENCE.

1. **Civil Government in the United States.**—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms. Mj.

DR. HATFIELD.

2. **American Constitutional Law.**—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases, supplemented by readings in some of the commentaries. Mj.

DR. HATFIELD.

3. **The Elements of International Law.**—This course will cover some of the more important principles of International Law. The work based on the text-book will be supplemented by reference to selected cases. Mj.

DR. HATFIELD.

4. **Comparative Politics.**—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland, and the United States. Mj.

DR. HATFIELD.

IV. HISTORY.

ACADEMY

1. **Greek History to the Death of Alexander.** M.
MISS KNOX.

2. **Roman History to the Death of Augustus.** M.
MISS KNOX.

In addition to the political history of the periods covered by courses numbered 1 and 2 a study is made of the literature, art, and philosophy of the times.

COLLEGE.

3. **Outline History of Civilization.**—Beginning with the history of Greece, the course will follow the various phases of development through Roman history, the Mediæval period, and the Renaissance till close upon the French Revolution. The study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history, 2) social life, as it is shown in the family relations and the attitude of the classes towards each other, 3) economic progress, particularly with regard to cultivation, commerce, and communication, 4) higher culture and art. Acquaintance with the facts of history is presupposed. Mj.

DR. WERGELAND.

4. **History of Greece to the Death of Alexander.** This course presupposes a general knowledge of the external facts of Greek history (Course 1) and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj.

PROFESSOR GOODSPEED.

5. **History of England to the Accession of the Tudors.**—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied. Mj.

MISS KNOX.

6. **England from Henry VII to the Present Time.** Special emphasis will be placed upon the history of the Reformation; the struggle between king and parliament; English society and civilization; colonial expansion and the growth of democracy in the nineteenth century. Mj.

MR. CATTERALL.

7. **Outline History of Mediæval Europe (350-1500).** The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and

the struggle between them. Mohammed and his religion, the crusades, the rise of nationalities, mediæval institutions, and the Renaissance will be studied.

Mj.
MISS KNOX.

8. **Europe from 1517 to 1648.**—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only so far as necessary to an understanding of the period.

Mj.
MR. CATTERALL.

9. **Outline History of Modern Europe (1517-1825).** The principal topics treated are: the Reformation, the religious wars, the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis will also be placed upon the underlying principles and upon causes and effects.

Mj.
MR. CATTERALL.

10. **History of Europe from the Reformation to the French Revolution.**—This course begins with the Reformation in Germany and traces the progress of politics during the sixteenth century as modified by the religious movements in the chief states of Europe. The seventeenth and eighteenth centuries are treated more in outline.

Mj.

ASSISTANT PROFESSOR FELLOWS.

11. **General View of the French Revolution.**—This course treats of the industrial and social conditions leading to the calling of a representative assembly in 1789; the difficulties involved in forming suitable constitutions; the influence of the movement on other nations; the changes in the Republic which led to the consulate and empire.

Mj.

ASSISTANT PROFESSOR FELLOWS.

12. **History of Europe in the Nineteenth Century.** The aim of this course is to study the growth of liberal ideas in the various states of Europe during the present century. Particular attention will be paid to the development of constitutional government in order to arrive at an intelligent understanding of the European countries as they are at present.

Mj.

ASSISTANT PROFESSOR FELLOWS.

13. **Outline History of the United States from Colonization to the Present Time.**—This course corresponds to Course 3 given resident students at the University. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will

be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history.

Mj.
MR. CATTERALL.

14. **Period of Discovery and Exploration in America.**—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study.

M.

MR. CATTERALL.

15. **Colonial Period and the War of the Revolution (1492-1783).**—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies.

Mj.

MR. CATTERALL.

16. **Social Life in the American Colonies.**—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading.

M.

ASSISTANT PROFESSOR SHEPARDSON.

17. **Political History of the United States Under the Articles of Confederation.**—Nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow.

M.
MR. CATTERALL.

18. **Political History of the United States During the Period of Dominant Foreign Politics (1789-1817).**—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government.

M.

MR. CATTERALL.

19. **United States from 1817-1861.**—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question.

M.

MR. CATTERALL.

20. **Territorial Growth of the United States.**—A course requiring investigation into the geography of the United States tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal.) M.

ASSISTANT PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Elementary Sociology.**—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student. Mj.

PROFESSOR HENDERSON AND MR. KIMBLE.

2. **Introduction to the Study of Society.**—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, and the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished. Mj.

DR. HOWERTH.

3. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman, and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

4. **A Study of Charities and Corrections.**—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training in local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems. Mj.

PROFESSOR HENDERSON.

5. **A Century in the Development of English Social Philosophy.**—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal.) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

6. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

7. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. Mj.

ASSOCIATE PROFESSOR VINCENT.

8. **Urban Life in the United States.**—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. Mj.

ASSOCIATE PROFESSOR VINCENT.

ANTHROPOLOGY.

9. **Anthropology.**—An elementary course which treats of the origin, antiquity, distribution, and early occupations of man, the sources of language, religion, the arts, and the social relations. Mj.

DR. MILLER.

SANITARY SCIENCE.

10. **Foods.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint. Mj.

ASSOCIATE PROFESSOR TALBOT

AND MRS. RAYCROFT.

11. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific prin-

ciples, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj.

ASSOCIATE PROFESSOR TALBOT
AND MRS. RAYCROFT.

VII. COMPARATIVE RELIGION.

1. **Introduction to the History of Religion.**—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject. Mj.

PROFESSOR GOODSPED.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. **Elementary Hebrew.**—Includes the mastery of the Hebrew of Genesis 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. M.

MR. MORGAN.

2. **Intermediate Hebrew.**—Includes the critical study of Genesis 4-8, with a review of Genesis 1-3, the more rapid reading of fourteen chapters in I Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. M.

MR. MORGAN.

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

MR. MORGAN.

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

MR. MORGAN.

5. Elementary Arabic.

Mj.
PROFESSOR SANDERS.

6. **Elementary Assyrian.**—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite. M.

PROFESSOR BERRY.

7. **Intermediate Assyrian.**—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use. M.

PROFESSOR BERRY.

8. **Elementary Egyptian.**—Study of 1) the speech of Thutmosis I to the priests of Abydos, 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

ASSISTANT PROFESSOR BREASTED.

President Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **Elementary New Testament Greek.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essentials facts and principles of the language. M.

ASSISTANT PROFESSOR VOTAW.

2. **Intermediate New Testament Greek.**—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. M.

ASSISTANT PROFESSOR VOTAW.

3. **Advanced New Testament Greek.**—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons. M.

ASSISTANT PROFESSOR VOTAW.

4. **The Life of Christ.**—A study of the life of Jesus by a thorough investigation of the main topics and problems of the Gospel history. The origin and char-

acteristics of the Gospels, the chief events of Jesus' public ministry, and the development and crisis of the opposition to him, are considered, with the aid of the best literature upon the subject. M.

ASSISTANT PROFESSOR VOTAW.

5. **The Parables of Jesus.**—Their characteristics; Principles of interpretation; interpretation of a limited number. (Informal.) M.

PROFESSOR MATHEWS.

6. **Social Teachings of Jesus.**—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. (Informal.) Mj.

PROFESSOR MATHEWS.

7. **Historical Study of the Book of Acts.**—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal.) Mj.

PROFESSOR MATHEWS.

8. **History of the Apostolic Age.**—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal.) Mj.

PROFESSOR MATHEWS.

9. **Life of the Apostle Paul, and Introduction to the Pauline Epistles.**—The work in this course is done on the basis of a handbook, prepared by the instructor, containing an outline of the life of Paul, topics for special study, with references to literature, and brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. (Informal.) Mj.

PROFESSOR BURTON.

10. **The Epistle to the Galatians.**—Introduction, analysis and interpretation of selected passages. (Informal.) M.

PROFESSOR BURTON.

11. **The Epistle to the Ephesians.**—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal.) Mj.

PROFESSOR MATHEWS.

12. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. (Informal.) Mj.

PROFESSOR MATHEWS.

13. **Quotations from the Old Testament in the Gospels.**—The course involves an interpretation of

the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. (Informal.) M.

PROFESSOR BURTON.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. (Informal.) Mj.

PROFESSOR BUCK.

2. **Outlines of the Comparative Grammar of Greek and Latin.**—Sounds and Inflections. (Informal.) Mj.

PROFESSOR BUCK.

The instructor will gladly suggest reading for further work in Sanskrit or Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Greek.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning. DMj.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon: *Anabasis*, Bks. II-III.**—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight. Mj.

ASSISTANT PROFESSOR BRONSON.

3. **Xenophon: *Anabasis*, Bks. IV-V.**—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities. Mj.

ASSISTANT PROFESSOR BRONSON.

4. **Prose Composition.**—This work will be based on Jones' Greek Composition and will include exercises from Xenophon, Herodotus, and prose narrations from episodes of the *Odyssey* and *Iliad*. (Informal.) Mj.

DR. SEIDENADEL.

COLLEGE.

5. **Homer: *Iliad*, Bks. I-III.**—(Informal.) Mj.

ASSOCIATE PROFESSOR CASTLE.

6. **Xenophon: *Memorabilia*.**—(Informal.) Mj.

DR. SEIDENADEL.

7. Herodotus: *Historiæ, Bks. VI-VII.* (Informal.) Mj.
DR. SEIDENADEL.

8. Demosthenes: *De Corona.*— (Informal.) Mj.
DR. SEIDENADEL.

9. Demosthenes and Lysias.—Selections. (Informal.)
Mj.
DR. SEIDENADEL.

10. Æschylus: *Septem contra Thebas; Prometheus Vinctus.* (Informal.) Mj.
DR. SEIDENADEL.

Associate Professor Castle and Dr. Seidenadel will arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Latin.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of Caesar's *De Bello Gallico* is used from the beginning. Two consecutive Majors. DMj.
MISS PELLETT.

2. **Cæsar: De Bello Gallico, Bk. II.**—Intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.
MISS PELLETT.

3. **Cæsar: De Bello Gallico, Bks. III-IV.**—Continues Course 2. The more difficult Cæsarian constructions are carefully studied. Mj.
MISS PELLETT.

4. **Cæsar: De Bello Gallico, Bk. I.**—Based on the latter part of Book I, the war with Ariovistus. Special attention is given to the subject of Indirect Discourse. M.
MISS PELLETT.

5. **Viri Romæ.**—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. It is adapted for all who have completed the Primer. M.
MISS PELLETT.

6. **Nepos.**—(Same as Course 5.) M.
MISS PELLETT.

7. **Cicero.**—Courses are offered on the orations *In Catilinam, Pro Lege Manilia, Pro Milone, Pro Marcello, Pro Archia.* Prose based on Cicero is given in connection with each course, and the style of Cicero is carefully studied. (Informal.) M.
MISS PELLETT.

8. **Virgil: Aeneid, Bk. I.**—In all the Virgil courses the subjects of prosody and word derivation are especially treated. Mj.
MISS PELLETT.

9. **Virgil: Aeneid, Bks. II-III.** Mj.
MISS PELLETT.

10. **Virgil: Aeneid, Bks. IV-VI.** (Informal.) Mj.
MISS PELLETT

11. **Selections from Roman Writers.**—This course will contain forty lessons and will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj.
MISS PELLETT.

12. **Prose Composition based on Cæsar.**—(Informal.) M.
MISS PELLETT.

13. **Prose Composition based on Cicero.**—(Informal.) M.
MISS PELLETT.

COLLEGE.

14. **Advanced Prose Composition.**—A Latin text is selected and the exercises are graded according to the ability of the student. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal.) Mj.
ASSISTANT PROFESSOR MILLER.

15. **Cicero: De Senectute.**—Writing of Latin. M.
MISS PELLETT.

16. **Livy.**—A large part of the twenty-first book is read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned to each lesson. M.
ASSISTANT PROFESSOR MILLER.

17. **Cicero: Epistolæ.**—The political letters will be studied, special attention being paid to the periods 61-57, 50-49, and 44-43. Special topics connected with the periods mentioned will be assigned from time to time. Mj.
DR. CLEMENT.

18. **Horace: Odes, Books I-III.**—This course includes: commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.
ASSISTANT PROFESSOR MILLER.

19. **Ovid.**—Selections from the *Epistulae, Amores, Fasti, Metamorphoses*, and *Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature.

Mj.

ASSISTANT PROFESSOR MILLER.

20. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero, *Tusculan Disputations I, De Senectute, De Amicitia, Epistles*; Virgil, *Aeneid, Book VI*; Horace, *Selected Odes*; Ovid, Seneca, Persius, etc. (Informal.)

Mj.

ASSISTANT PROFESSOR MILLER.

The department will endeavor to arrange advanced informal courses whenever practicable. In this way courses have been offered in Terence, Tacitus, Plautus, and Cicero's *Tusculan Disputations*.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. **Elementary French.**—The object of this course is to acquaint the student with all of the essential principles of French grammar, to enable him to turn easy English into idiomatic French, and to translate at sight such French as easy history or light fiction.

Mj.

DR. NEFF.

2. **Intermediate French.**—This course is a continuation of the above course. It includes a review of the irregular verbs, inductive study of the grammar from the texts read, and additional practice in French composition.

Mj.

DR. NEFF.

3. **French Novels.**—This course continues Course 2, and with 1 and 2, offers the work which is the minimum French required of all candidates for the Bachelor's degree in the University. In addition to the lines of work mentioned in 2, especial study is made of French synonyms, for the purpose of increasing the vocabulary.

Mj.

DR. NEFF.

4. **French Composition.**—This course is intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating but in composing in French. The subjects, like the assigned readings, are chosen to suit the special demands or interests of the student. Twenty lessons.

Mj.

ASSISTANT PROFESSOR INGRES.

5. **Modern French Comedies.**—Reading of a number of French comedies with an outline of the life of the authors and the literary period to which they belong.

Mj.

DR. CIPRIANI.

6. **Fables of La Fontaine.**—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it, 2) an introduction to seventeenth century social and political life, 3) an appreciation of La Fontaine as a man, a poet and a satirist.

Mj.

Prerequisite: *Ability to read any ordinary French at sight and to write simple compositions in French.*

MISS WALLACE AND MR. WILLIAMSON.

7. **French Literature.**—General outline of French literature, or the study of a given period or movement thereof, such as: *The French Epic; Pedagogy in French Literature; French Historians; Le Siècle de Louis Quatorze; The Philosophers; The Romantic School; Modern Poetry; Dramatic Literature; Minor Poets*, etc. The subject of study and the manuscripts required will be prearranged in each individual case. The work of the course is conducted entirely in French. (Informal.)

Mj.

Prerequisite: *Course 4, or its equivalent.*

ASSISTANT PROFESSOR INGRES.

8. **Studies in Old French Literature.**—This course provides for the study of Old French Epic and Lyric Poetry. (Informal.)

Mj.

DR. CIPRIANI.

9. **French Philology.**—This course deals with the historical development of the French language from its origin to the present day. The principles of phonetics are studied, and Old French texts are read and discussed. Modern French grammar is included in the course and shown to be the logical outcome of a long process of development.

Students must know Latin. The work of the course is conducted entirely in French.

Mj.

ASSISTANT PROFESSOR INGRES.

10. **Elementary Spanish.**—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish.

Mj.

MISS CAMERON.

11. **Modern Spanish Novels and Dramas.**—Reading of Valera, *Pepita Jiménez*; Caballero, *La Familia de Alvareda*; Tamayo, *Un Drama Nuovo*.

Mj.

Prerequisite: *Course 10 or its equivalent.*

MISS CAMERON

12. Spanish Prose Composition.—The aim of this course is to give the student facility in writing Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. (Informal.) Mj.

Prerequisite: *Course 10 or its equivalent.*

MISS CAMERON.

13. Old Spanish Readings.—Interpretation of selections from Keller, *Altspanisches Lesebuch*. Mj.

ASSISTANT PROFESSOR PIETSCH.

14. Don Quixote.—Critical reading of the first twenty-five chapters of Don Quixote. Reports on the life of Cervantes, and on topics suggested by the text. The special peculiarities of style and diction will be studied and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author to do so. Mj.

Prerequisite: *Courses 10 and 11 or their equivalents.*

MISS CAMERON.

15. Elementary Italian.—The aim of this course is to ground the student in the essential grammar of the language and to equip him with a vocabulary which will enable him to read simple Italian prose. An accented text will be used in order that the student may acquire correct pronunciation. Mj.

ASSISTANT PROFESSOR HOWLAND.

16. Advanced Italian.—Advanced courses in Italian will be arranged suited to the student's purposes and advancement. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.) Mj.

ASSISTANT PROFESSOR HOWLAND.

17. Studies in Italian Literature.—Planned to give the student help in special lines of work. Mj.

DR. CIPRIANI.

The instructors in the Romance Department offer informal instruction by correspondence in special literary and philological subjects, along the lines in which they are giving instruction in their regular University courses. In this way courses have been given in *Philology and Phonology*, *Old French Morphology*, *Old French*, *Victor Hugo*, *French Literature of the Nineteenth Century*, *French Dialects*, *History of Old French Literature and Culture*, *Contemporaneous French Literature*, *Old French Epic*.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. Elementary German.—This course will aim to give familiarity with pronunciation, a mastery of the forms of the language as well as of the more important rules of syntax, ability to read easy German prose at

sight and drill in writing and in reading German script. Two consecutive Majors of twenty lessons each.

DMj.

MR. SCHUB.

2. Intermediate German.—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to produce in German what he has read. In the composition work emphasis will be laid upon word order and sentence-structure, the knowledge of which is essential to the proper appreciation of the language.

Mj.

DR. ALMSTEDT.

3. Intermediate Prose Composition.—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom.

Mj.

DR. KERN.

4. German Idioms and Synonyms.—This course comprises the study of 1) the peculiar method of word formation, 2) grammatical idioms, 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course is intended to afford the necessary preparation for Course 5, the Teacher's Course, and will be helpful to all who aim to be independent in their use of the language.

Mj.

MR. SCHUB.

5. Deutsche Aufsätze und Stilübungen.—Theme writing. Of especial value to teachers. (Informal.)

Mj.

PROFESSOR CUTTING.

Professor Cutting, Assistant Professor Schmidt-Wartenberg, and Assistant Professor von Klenze offer instruction by informal correspondence in various fields of German Literature and German Philology, and the Grammar of German Dialects (the *Nibelungenlied*, Lessing, Goethe, etc.). In this way courses have been given in *Gothic*, *Old High German*, *Germanic*, *Phonology*, *Schiller*, *Goethe's Lyrical Poetry*, *Wallenstein*, *Heine*, and *Faust*.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMY.

1. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It will consist of short exercises based upon the study of

the prescribed text-book and themes on subjects assigned by the instructor. Those who successfully complete the course will be competent to pass the ordinary college-entrance examination in English composition. Teachers in secondary schools will find the course a valuable aid in their work. Mj.

MR. BRUÈRE.

2. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements for admission to college in English literature. The aim is to make it valuable not only to students preparing for admission to college but to all teachers of English in preparatory schools. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5.00 for that year.] Mj.

MRS. MACCLINTOCK.

COLLEGE.

3. English. I. Rhetoric and English Composition. The aim of this course is to give the student a practical knowledge of the principles of rhetoric and of their application to English writing. To this end the student will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also be required to write short themes on suggested topics. Exercises and themes will be criticised and returned to the writer for correction. Mj.

MR. BRUÈRE.

4. English II. Daily Themes.—The work in this course will consist in the preparation of 72 themes, equivalent to one theme every day except Sunday for twelve weeks. The subject of the theme may be chosen by the student. It should be connected, if possible, with the events of the day on which it is written. The most interesting or notable occurrence, the experience which serves to distinguish that day from others, should be recorded as faithfully as possible, and with as much artistic skill as the writer can command. The instruction in the course will be personal, not general. No attempt will be made to present rhetorical principles except so far as their application concerns the actual work of the student. The student is, however, supposed to be familiar with the principles of rhetoric acquired in Course 3 or its equivalent. The fee for this course is \$16. (A Major's credit may be allowed at the discretion of the instructor.) M.

MR. LINN.

*The Department reserves the right to assign the instructor in every case but will give all possible consideration to the student's choice.

***5. English III. Advanced Composition.**—The work in this second advanced course will consist of the preparation of twelve themes, each, roughly speaking, from six to twelve pages in length. The student will be expected to give some attention to each of the four divisions of composition—exposition, argument, narration, and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. As in Course II, the instruction will be personal, not general. The course is to be regarded as an extension of Course II. Admission to it may be obtained in one of two ways, *a*) by passing creditably Courses I and II; *b*) by submitting to the instructor a manuscript showing some literary ability. Mj.

ASSISTANT PROFESSOR LOVETT, MR. LINN, OR
MISS FOSTER.

***6. English IV. Special Forms of Writing.**—This course is intended for those who desire practice in some special form of writing, *e.g.*, the editorial, the short story, the book review, etc. The number of manuscripts to be submitted will vary according to the kind of work chosen, and will be determined upon consultation with the instructor. Admission to the course may be gained either by passing creditably Courses 3, 4, and 5, or by submitting to the instructor a manuscript showing literary ability. Mj.

ASSISTANT PROFESSOR LOVETT, MR. LINN, OR
MISS FOSTER.

7. Masterpieces of English Literature.—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature. Mj.

MRS. MACCLINTOCK.

8. English Literature of the Classical Period (1630-1740).—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. Mj.

ASSISTANT PROFESSOR REYNOLDS.

9. Studies in Shakespeare.—The following plays: *As You Like It*, *King Richard III.*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character. Mj.

Prerequisite : *Course 7 or its equivalent.*

MRS. MACCLINTOCK.

10. The Comedies of Shakespeare.—The course will consist of studies in *A Midsummer Night's Dream*,

As You Like It, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure, characterization.

M.
ASSISTANT PROFESSOR TOLMAN.

11. **The Tragedies of Shakespeare.**—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy.

M.
ASSISTANT PROFESSOR TOLMAN.

12. **Shakespeare's Heroines.**—1) Juliet: with references to Helena and Ophelia. 2) Portia: with references to Beatrice and Rosalind. 3) Desdemona: with references to Cordelia and other great figures of the tragedies. 4) Lady Macbeth: with references to Margaret of Anjou and other historical characters. 5) Cleopatra: with references to Cressida and to Volumnia and the Roman Portia. 6) Imogen: with references to Perdita, Hermione, Miranda, and Queen Catharine.

M.
ASSISTANT PROFESSOR TROOP.

13. **The English Romantic Poets.**—An advanced undergraduate study of typical selections from Burns, Cowper, Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats, together with an introduction to a philosophical view of the Romantic movement in England.

M.
Prerequisite: *Courses 7 or its equivalent.*

M.
ASSISTANT PROFESSOR REYNOLDS.

14. **Studies in the Poetry of Wordsworth.**—Based on *The Prelude*. Wordsworth's education as a poet, his attitude toward man, and his poetry of nature, form the three divisions of this work.

M.
ASSISTANT PROFESSOR REYNOLDS.

15. **Studies in the Works of Robert Browning.** M.
DR. TRIGGS OR MISS RADFORD.

16. **Studies in the Poetry of Tennyson.** M.
MISS RADFORD.

17. **Studies in the Works of Walt Whitman.** M.
DR. TRIGGS.

18. **Great Essayists of the Nineteenth Century**
Their contributions to culture and the conduct of life.
1) Lamb: a founder of nineteenth century literature. 2) Macaulay: the representative of the common sense of his time. 3) Carlyle: a mystic in thought, a realist in description, a humorist in both. 4) Emerson: accepted as one of the wise masters, who lived the life of the spirit. 5) Ruskin: the greatest art-critic and word-painter of modern times. 6) Matthew Arnold: the apostle of nineteenth century culture.

M.
ASSISTANT PROFESSOR TROOP.

19. **Studies in Fiction.**—This course is designed as a systematic and comprehensive introduction to the study of prose fiction, discussing the elements: plot, characterization, narrative and description, dialogue, background, etc. The work will be based upon and illustrated from a body of selected masterpieces of English fiction, to be read carefully by the student.

M.
PROFESSOR MACCLINTOCK.

20. **Great Novelists of the Nineteenth Century.** Their philosophy and criticisms of life. 1) Scott: the Wizard of the North 2) Dickens: the most railing, the most comic, the most jocose of English authors. 3) Thackeray: a master in displaying human nature and conduct. 4) Hawthorne: the allegorist of the conscience. 5) Eliot: the novelist controlled by scientific ideas. 6) Stevenson: a writer trebly rich in the spirit of romance, in a wise morality, and in a style the most perfect in his generation.

M.
ASSISTANT PROFESSOR TROOP.

21. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Sudermann's *The Wish*, Wilkins' *Pembroke*.

M.
MISS RADFORD.

22. **Types of the Modern Drama.**—A study of ten modern dramas: Tennyson's *Harold*; Browning's *A Blot in the Scutcheon*; Swinburne's *Atalanta in Calydon*; Maeterlinck's *The Blind*; Wagner's *Tannhäuser*; Hauptmann's *Sunken Bell*; Sudermann's *Magda*; Rostand's *Cyrano de Bergerac*; Shaw's *You Never Can Tell*; Ibsen's *Brand*.

M.
DR. TRIGGS.

23. **Beginning Old English.** (Informal.) M.
ASSOCIATE PROFESSOR BLACKBURN.

24. **A Study of the Beowulf.**—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. (Informal.) M.
MRS. MACCLINTOCK,

GRADUATE.

25. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725-1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical

school and the appearance of the new Romantic tendencies of the Eighteenth Century -- tendencies which finally produce the work of Burns, Cowper, Wordsworth, Coleridge, Shelley, Keats, Byron, etc. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious independent study. Mj.
PROFESSOR MACCLINTOCK.

26. **Studies in Elizabethan Literature.** Mj.
DR. CARPENTER AND MISS RADFORD.

Associate Professor Blackburn offers instruction by informal correspondence to any one desiring advanced work in Old English.

I XVII. MATHEMATICS.

ACADEMY.

1. **Elementary Algebra.**—Wells's *University Algebra*. Mj.
ASSISTANT PROFESSOR HOOVER.

2. **Plane Geometry.**—Wells's *Plane Geometry* (New Edition). Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

3. **Solid Geometry.**—Byerly's edition, *Chauvenet's Solid Geometry*. M.
ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. **The Pedagogy of Mathematics.**—Selected topics relative to the teaching of secondary mathematics will be considered. Lesson sheets will be sent outlining the work and making assignments for reading. The topics taken up and the work assigned will be adapted as far as possible to the desires and to the library facilities of each student. If the student is engaged in teaching secondary mathematics, the course will be brought into as close practical connection with his teaching as is feasible. Digests upon the matter read and reports upon the work done will be called for and returned with comments. (Informal.) Mj.
ASSISTANT PROFESSOR YOUNG.

5. **College Algebra.**—Wells's *University Algebra*. Mj.
ASSISTANT PROFESSOR HOOVER.

6. **Theory of Equations.**—Todhunter's *Theory of Equations*. (Informal.) M.
ASSISTANT PROFESSOR HOOVER

7. **Plane Trigonometry.**—Bowser's *Treatise on Plane Trigonometry*. Mj.
ASSISTANT PROFESSOR HOOVER.

8. **Special Trigonometry.**—Casey's *Plane Trigonometry* or Chauvenet's *Plane and Spherical Trigonometry*. (Informal.) M.
ASSISTANT PROFESSOR HOOVER.

9. **Analytic Geometry.**—Bowser's *Elements of Analytical Geometry*. Mj.
ASSISTANT PROFESSOR HOOVER.

10. **Calculus.**—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

11. **Advanced Calculus.**—Byerly's *Differential and Integral Calculus*. (Informal.) Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

12. **Advanced Theory of Equations.**—Burnside and Panton's *Theory of Equations*, third edition. (Informal.) Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

13. **Advanced Analytic Geometry.**—Salmon's, C. Smith's *Conic Sections*, or Loney's *Coördinate Geometry*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

14. **Solid Analytic Geometry.**—C. Smith's *Solid Analytic Geometry*, or Frost's *Solid Analytic Geometry*. (Informal.) Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

GRADUATE.

15. **Analytical Statics.**—Minchin's *Statics*, Todhunter's *Statics*, or Routh's *Statics*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

16. **Differential Equations.**—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. (Informal.) Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

17. **Dynamics of a Particle.**—Tait and Steele's *Dynamics of a Particle*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

18. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

19. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) (Informal.) Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

20. Twisted Curves and Surfaces.—Differential Geometry. Mj.

DR. BOYD.

21. Projective Geometry.—Reye's *Geometrie der Lage*. (Informal.) Mj.

PROFESSOR MOORE.

22. Modern Analytic Geometry.—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj.

PROFESSOR MOORE.

23. Analysis.—Stoltz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal.) 4 Majors.

PROFESSOR MOORE.

24. Theory of Functions of a Complex Variable.—Burkhardt's *Einführung in die Theorie der Analytischen Functionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal.) DMj.

PROFESSOR MOORE.

25. Elliptic Functions.—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal.)

DMj.

PROFESSOR MOORE.

26. Algebra.—Weber's *Lehrbuch der Algebra*. (Informal.) DMj.

PROFESSOR MOORE.

27. Numbers.—Bachmann's *Zahlentheorie*. (Informal.) DMj.

PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. Elementary Astronomy.—Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal.) Mj.

DR. LAVES OR DR. MOULTON.

2. Analytical Mechanics.—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj.

DR. LAVES OR DR. MOULTON.

3. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics*. (Informal.) Mj.

Prerequisite: Courses 11 and 14 in the Department of Mathematics and Course 2 in Astronomy.

DR. LAVES OR DR. MOULTON.

4. Celestial Mechanics.—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dziobek, *Mathematical Theories of Planetary Motions*. (Informal.) Mj.

Prerequisite: Course 3 or its equivalent, and a reading knowledge of French.

DR. LAVES OR DR. MOULTON.

XXI. GEOLOGY.

1. Physiography.—The course embraces the following general subjects: 1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; 2) the atmosphere, its constitution, temperature, pressure, and movements, weather changes and climate; 3) the ocean, its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land, the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of course 1a offered resident students and is suited to the needs of those who teach Physical Geography and Physiography in Preparatory Schools.

Mj.

DR. KÜMMEL.

XXII. ZOOLOGY.

1. Vertebrate Zoölogy.—The course covers the ground of Course 3 offered resident students. It is intended to supplement the work on Invertebrate Zoölogy. The study of the invertebrates is, however, not a prerequisite. The work will consist of practical exercises in connection with assigned reading. The student will be supplied with the following forms for dissection: Amphioxus, dog fish, bony fish, frog, alligator, pigeon, and rabbit. A fee of \$2.50 is charged for material. Students desiring to do work on the invertebrates should consult the instructor. Mj.

DR. GUYER.

2. Bacteriological Technique.—The work will cover the following subjects: The manipulation of the microscope; the methods of staining various bacteria; the methods of growing and studying bacteria; the principles of sterilization; the methods of pasteurization as applied to the treatment of milk; the determination

of the number of bacteria in water and milk. A fee of \$2.50 will be charged for material. Mj.

DR. DAVIES.

3. Advanced Bacteriology.—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and physicians. A fee of \$5 is charged for material. Mj.

Prerequisite: *Course 2 or its equivalent.*

DR. DAVIES.

XXIV. PHYSIOLOGY.

Elementary Physiology.—The course corresponds to Course 1, offered resident students at the University. The work will be carried on by means of assigned readings in the standard text-books on Physiology, with a minimum reading in Anatomy and Histology. So far as is possible, directions will be given for such simple experiments as can be performed outside of a laboratory with the facilities which every student has at hand. Reports on the readings and experiments will be called for and returned with corrections, answers to any questions raised, and suggestions as to profitable lines of work.

Unless four apply the course will not be given. Mj.

DR. GARREY.

XXVII. BOTANY.

1. Methods in Plant Histology.—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj.

DR. CHAMBERLAIN.

2. General Morphology of the Algae and Fungi. This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks, course at the University. The fifty types studied represent all the main groups of Algae and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material. Mj.

DR. CHAMBERLAIN.

3. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in Algae and Fungi and requiring that course (or its equivalent)

as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50. Mj.

DR. CHAMBERLAIN.

4. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, The tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5.00. Mj.

DR. CHAMBERLAIN.

5. Laboratory Ecology.—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of Elementary Botany, and should have access to a compound microscope. Material will be furnished for the cost of transportation, so far as the student is unable to obtain it for himself. Mj.

DR. COWLES.

6. Field Ecology.—This course is designed primarily for those students who have taken the work in Elementary Ecology at the University, and who desire to pursue further investigations along that line at their homes. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj.

DR. COWLES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. Old Testament History: Samuel, Saul, David, and Solomon.—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of 1 Samuel to 2 Kings, chap. ix. Mj.

MR. MORGAN.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. M.

MR. HOBEN.

2. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: A study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; application to present life and character. M.

MR. HOBEN.

3. **The Acts.**—The chief topics for investigation will be 1) The *Organization* of the church, its source, development, officers, members, method of government, rites, services, etc. 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people. 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth. 4) The *Belief* and *Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc. 5) The *Practice* of the church, concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself. 6) God's *Providence* sustaining and directing the church. 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M

MR. HOBEN.

XLV. CHURCH HISTORY.

1. **The Protestant Reformation.**—Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

LIBRARY ECONOMY AND METHODOLOGY.

1. **Methodology.**—Reading, abstracting, note-taking, note-filing, indexing, compiling; habits and methods in these important lines of work. Designed for students of all classes. M.

MR. HASTINGS.

2. **Library Economy: Classification and Cataloguing.**—This course is especially designed to help those who wish to prepare for library work but who are unable to take a systematic course at a library school. The leading books and helps for classifying and cataloguing, will be discussed and their use enforced by practice work. [The course is restricted to those who have had a college training or can satisfy the instructor that they have a practical equivalent for the same in general information. Previous experience in library work will count much in the applicant's favor.] Mj.

MR. HASTINGS.

3. **Library Economy: Accession Department, Reference Work, Management.**—The leading books and helps in these lines will be discussed and their use enforced by practice work. This course is a continuation of No. 2 and can be taken only after that is finished. The two combined are intended to fit the student for the intelligent performance of all the work of a small library. M.

MR. HASTINGS.

4. **General Bibliography.**—A comparative study of the leading bibliographical lists and collections of the United States, Great Britain, France, Germany, and Italy; also a study of the most important encyclopedias, dictionaries, handbooks, and library catalogues, of the above countries. Designed as a continuation of the above course and also for advanced students in any field. M.

MR. HASTINGS.

5. **Bibliography of the Social Sciences (History, Political Science, Political Economy, Sociology).**—The character and use of the leading bibliographies in this field will be impressed on the student by practice in working at bibliographical problems; in connection with the above, the significance of works which are landmarks in the literature of these sciences will be brought out. Intended for advanced students in the social sciences and also as a continuation of the above. Mj.

MR. HASTINGS.

6. **Bibliography of United States Government Documents.**—Designed to enable students to use United States Government documents to advantage. The

Check List of Public Documents published by the Superintendent of Documents will be used as a guide. Intended for advanced students in the social sciences and also as a continuation of the above. M.

MR. HASTINGS.

7. Bibliography of Statistics.—Covers the more essential works on the history, theory, and technique of statistics; the statistical publications of the United States Government and other leading nations; handbooks and periodicals which deal with statistics. Intended for advanced students in the social sciences and also as a continuation of the above. M.

MR. HASTINGS.

8. Bibliography of Literature.—The character and use of the leading special bibliographies of English, French, German, Italian, Spanish, and Scandinavian literature will be impressed on the student by practice in working at bibliographical problems. In connection with the above, the significance of works which are landmarks in the literature of these nations will be brought out. Intended for advanced students in literature and as a continuation of the above. M.

MR. HASTINGS.

MUSIC.

1. History of Music.—Oriental and ancient music. Music of the Egyptians, Hebrews, Assyrians, and Greeks. Music in India, China, and Japan. The

first ten centuries of Christian music. The minstrels, troubadours, minnesingers, and meistersingers. The epoch of the Netherlands. The rise of dramatic music. The beginning of oratorio. The origin and development of the opera. The polyphonic school of Italy culminating in the work of Palestrina. The modern romantic school. The development of instrumental music from 1600 to the present time. Mj.

DR. WILLIAMS.

2. Harmony.—Intervals, scales, triads, inversions chords of the seventh, sequences, cadences, chromatic changes, irregular chords, modulations, suspensions, harmonizing basses, writing in close and full score, open harmony, passing-notes, organ-point, harmonizing melodies, single and double chants, chorals, orchestral clefs, etc. DMj.

DR. WILLIAMS.

3. Theory of Music.—Acoustics, overtones, tempered scale, classification of vibrations. The orchestra and its instruments, with their compass uses and tone effects, musical rhythms, notation, syncopation, embellishments, musical form, figures and their treatment. The suite. The sonata song form, concerto, overture, and symphony, vocal forms. The mass, aria, strophe form and art-song, contrapuntal forms, imitation, canon and fugue, modern romantic forms, romanza, rhapsodie, nocturne, ballads, and symphonic poem.

Mj.

DR. WILLIAMS.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. The English Theological Seminary of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, *while twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a

ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry Christian or other service. He must also furnish the University when requested with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except those regulating the payment of fees), as govern the regular courses of the Correspondence-study Department (cf. pp. 4, 5, and 6).

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any *degree* is allowed on these courses. They count only toward the English Theological Seminary *Certificate*.

1. **English. Rhetoric and English Composition.** Mj.
MR. H. J. SMITH.

2. **History.—Outlines of Greek and Roman History.** Mj.
ASSOCIATE PROFESSOR MONCRIEF.

3. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj.
PROFESSORS ANDERSON AND JOHNSON.

4. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age. Mj.
PROFESSOR HENDERSON.

5. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration. Mj.
PROFESSOR HENDERSON.

6. **Church History Prior to Constantine (A. D. 30311).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj.
PROFESSOR HULBERT.

7. **Church History — The Protestant Reformation.** Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.
ASSOCIATE PROFESSOR MONCRIEF.

8. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion. Mj.
PROFESSOR FOSTER.

9. **Old Testament History : Samuel, Saul, David, and Solomon.**—A course which serves as an introduction to the historical and critical study of the Old Testament. It includes the biblical material of I Samuel to II Kings, ix. Mj.
MR. MORGAN.

10. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.
PROFESSOR MATHEWS.

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1901-02

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

THE UNIVERSITY
OF CHICAGO
UNIVERSITY OF ILLINOIS

THE UNIVERSITY
EXTENSION DIVISION

Correspondence=study Department

CIRCULAR OF INFORMATION,
1901-1902

CHICAGO
The University of Chicago Press
1901

THE CORRESPONDENCE-STUDY DEPARTMENT.

I. OFFICERS OF ADMINISTRATION.

THE PRESIDENT OF THE UNIVERSITY, WILLIAM RAINY HARPER.

THE DIRECTOR OF THE UNIVERSITY EXTENSION DIVISION, EDMUND JAMES JAMES.

THE SECRETARY OF THE CORRESPONDENCE-STUDY DEPARTMENT, HERVEY FOSTER MALLORY.

THE FACULTY.

WILLIAM RAINY HARPER, Ph.D., D.D., LL.D., *President of the University, and Professor of the Semitic Languages and Literatures; Director of Haskell Oriental Museum.*

GALUSHA ANDERSON, S.T.D., LL.D., *Professor and Head of the Department of Homiletics.*

FRANKLIN JOHNSON, D.D., LL.D., *Professor of Church History and Homiletics.*

ERI BAKER HULBERT, D.D., LL.D., *Professor and Head of the Department of Church History; Dean of the Divinity School.*

CHARLES RICHMOND HENDERSON, A.M., D.D., *Professor of Sociology in the Divinity School.*

ERNEST DEWITT BURTON, D.D., *Professor and Head of the Department of New Testament Literature and Interpretation.*

EDMUND JAMES JAMES, A.M., Ph.D., *Professor of Public Administration; Director of the University Extension Division.*

CHARLES REID BARNES, Ph.D., *Professor of Plant Physiology; Dean in the Colleges.*

PAUL SHOREY, Ph.D., *Professor and Head of the Department of Greek.*

WILLIAM DARNALL MACCLINTOCK, A.M., *Professor of English Literature; Dean of University College.*

JOHN DEWEY, Ph.D., *Professor and Head of the Departments of Philosophy and Education.*

GEORGE BURMAN FOSTER, A.M., *Professor of Systematic Theology.*

GEORGE STEPHEN GOODSPEED, Ph.D., *Professor of Comparative Religion and Ancient History.*

STARR WILLARD CUTTING, Ph.D., *Professor of German Literature.*

ELIAKIM HASTINGS MOORE, Ph.D., *Professor and Head of the Department of Mathematics.*

SHAILER MATHEWS, A.M., *Professor of New Testament History and Interpretation; Dean in the Divinity School.*

JAMES HAYDEN TUFTS, Ph.D., *Professor of Philosophy; Dean of the Senior Colleges.*

CARL DARLING BUCK, Ph.D., *Professor of Sanskrit and Indo-European Comparative Philology.*

ELLA FLAGG YOUNG, Ph.D., *Professor of Education.*

FRANK K. SANDERS, Ph.D., *Non-Resident Professor of the Semitic Languages and Literatures.*

GEORGE RICKER BERRY, Ph.D., *Non-Resident Professor of the Semitic Languages and Literatures.*

FRANCIS ADELBERT BLACKBURN, Ph.D., *Associate Professor of the English Language.*

JOHN WILDMAN MONCRIEF, A.M., *Associate Professor of Church History.*

FRANK JUSTUS MILLER, Ph.D., *Associate Professor of Latin; Dean of the University Affiliations.*

KARL PIETSCH, Ph.D., *Associate Professor of the Romance Languages and Literatures.*

MARION TALBOT, A.M., *Associate Professor of Sanitary Science; Dean of Women.*

WILLIAM ISAAC THOMAS, Ph.D., *Associate Professor of Sociology; Superintendent of Departmental Libraries.*

GEORGE EDGAR VINCENT, Ph.D., *Associate Professor of Sociology; Dean of the Junior Colleges.*

CHARLES BENEDICT DAVENPORT, Ph.D., *Associate Professor of Zoölogy and Embryology.*

ALBERT HARRIS TOLMAN, Ph.D., *Assistant Professor of English Literature.*

WILLIAM HOOVER, Ph.D., *Non-resident Assistant Professor of Mathematics.*

GEORGE EMORY FELLOWS, Ph.D., *Assistant Professor of History.*

MYRA REYNOLDS, Ph.D., *Assistant Professor of English Literature.*

HANS M. SCHMIDT-WARTENBERG, Ph.D., *Assistant Professor of Germanic Philology.*

MAXIME INGRES, A.B., *Assistant Professor of the Romance Languages and Literatures.*

FRANCIS WAYLAND SHEPARDSON, Ph.D., *Assistant Professor of American History.*

GEORGE HERBERT MEAD, A.B., *Assistant Professor of Philosophy.*

HERBERT LOCKWOOD WILLETT, Ph.D., *Assistant Professor of the Semitic Languages and Literatures.*

FRANK MELVILLE BRONSON, A.M., *Academy Assistant Professor of Greek.*

GEORGE CARTER HOWLAND, A.M., *Assistant Professor of the Romance Languages and Literatures.*

KURT LAVES, PH.D., *Assistant Professor of Astronomy.*

JACOB WILLIAM ALBERT YOUNG, PH.D., *Assistant Professor of Mathematical Pedagogy.*

JAMES HENRY BREASTED, PH.D., *Assistant Professor of Egyptology and Semitic Languages; Assistant Director of Haskell Oriental Museum.*

CLYDE WEBER VOTAW, D.B., PH.D., *Assistant Professor of New Testament Literature.*

WILLIAM HILL, A.M., *Assistant Professor of Political Economy.*

WILLIAM VAUGHN MOODY, A.M., *Assistant Professor of English and Rhetoric.*

ELIAS PORTER LYON, PH.D., *Assistant Professor of Physiology.*

JARED G. CARTER TROOP, A.M., *Assistant Professor of English.*

GEORGE HERBERT LOCKE, A.M., *Assistant Professor of Education.*

PAUL OSKAR KERN, PH.D., *Instructor in Germanic Philology.*

PORTER LANDER MACCLINTOCK, A.M., *Instructor in English.*

THEODORE LEE NEFF, PH.D., *Instructor in the Romance Languages and Literatures.*

IRA WOODS HOWERTH, PH.D., *Instructor in Sociology.*

JAMES HARRINGTON BOYD, Sc.D., *Instructor in Mathematics.*

ELIZABETH WALLACE, S.B., *Instructor in the Romance Languages.*

CHARLES JOSEPH CHAMBERLAIN, PH.D., *Instructor in Botany.*

OSCAR LOVELL TRIGGS, PH.D., *Instructor in English.*

CHARLES MANNING CHILD, PH.D., *Instructor in Zoölogy.*

ADDISON WEBSTER MOORE, PH.D., *Instructor in Philosophy.*

RALPH CHARLES HENRY CATTERALL, A.B., *Instructor in Modern History.*

JOSEPHINE CHESTER ROBERTSON, A.B., *Cataloguer.*

HENRY RAND HATFIELD, PH.D., *Instructor in Political Economy and Political Science.*

JAMES WESTFALL THOMPSON, PH.D., *Instructor in History.*

FOREST RAY MOULTON, A.B., *Instructor in Astronomy.*

MARTIN SCHUTZE, PH.D., *Associate in German.*

HIRAM PARKER WILLIAMSON, A.M., *Associate in the Romance Languages and Literatures.*

AMY ELIZA TANNER, PH.D., *Associate in Philosophy.*

HENRY CHANDLER COWLES, PH.D., *Associate in Botany.*

EDGAR JOHNSON GOODSPEED, PH.D., *Associate in Biblical and Patristic Greek.*

MAUDE LAVINIA RADFORD, PH.B., *Assistant in English, University College.*

JOHN DORSEY WOLCOTT, PH.D., *Assistant in the Classical Library.*

FRANCES ADA KNOX, A.B., *Assistant in History.*

LISI CECILIA CIPRIANI, PH.D., *Assistant in the Romance Languages and Literature (in English).*

BURTON EDWARD LIVINGSTON, S.B., *Assistant in Botany.*

JOHN JACOB MEYER, PH.D., *Assistant in Sanskrit.*

AGNES MATHILDE WERGELAND, PH.D., *Docent in History.*

JOHN M. P. SMITH, PH.D., *Docent in Semitic Languages and Literatures.*

WILLARD KIMBALL CLEMENT, PH.D., *Non-Resident Reader in Latin.*

HOWELL EMLYN DAVIES, PH.D., *Non-Resident Reader in Bacteriology.*

LAETITIA MOON CONARD, PH.D., *Non-Resident Reader in Comparative Religion.*

FREDERICK OTTO SCHUB, PH.D., *Non-Resident Reader in German.*

MINNIE MARIE ENTEMANN, PH.D., *Reader in Zoölogy.*

THOMAS ALLAN HOBEN, PH.D., *Non-Resident Reader in New Testament Literature.*

DANIEL PETER MACMILLAN, PH.D., *Non-Resident Reader in Philosophy and Pedagogy.*

OSCAR TUNSTAL MORGAN, A.M., *Non-Resident Reader in Semitic.*

S. FRANCES PELLETT, A.M., *Non-Resident Reader in Latin.*

NINA CATHERINE VANDEWALKER, PED.M., *Non-Resident Reader in Pedagogy.*

GEORGE LINNEUS MARSH, A.M., *Reader in English.*

FRED WARREN SMEDLEY, PH.B., *Non-Resident Reader in Pedagogy.*

EDITH BURNHAM FOSTER FLINT, PH.B., *Non-Resident Reader in English.*

FRED HARVEY HALL CALHOUN, S.B., *Reader in Geology.*

HARRY JUSTIN SMITH, A.B., *Non-Resident Reader in English in English Theological Seminary.*

RALPH GRIERSON KIMBLE, A.B., *Non-Resident Reader in Sociology.*

PERCY BENTLEY BURNET, A.B., *Non-Resident Reader in Romance Languages and Literatures.*

ELIZABETH BUTLER RAYCROFT, S.B., *Non-Resident Reader in Sanitary Science.*

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in two ways: (1) By lecture-study courses, (2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. The Correspondence Work in General.—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction and correction* may be given often-times as effectively by written as by spoken word.

2. Purpose and Constituency.—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) Students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some special subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. Method of Instruction.—Each correspondence course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms Major (Mj) and Minor (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) Formal courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under guidance as in the recitation room. At regular intervals the student mails to the instructor a recitation paper on which he has written out the tasks assigned in the instruction sheet, the

answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

2) Informal courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated

4. Admission.*

1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be furnished upon request. *It should, in every case, accompany the fee for a new course.*

2) All correspondence students are classified as *Regular* or *Special* students, according as they have or have not satisfied the requirements for entrance to one of the colleges or schools of the University.

5. Recognition for Work.

1) A certificate is granted for each correspondence course successfully completed.

2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions:

a) The applicant shall present a certificate for the work performed.

*NOTE.—If the correspondence student comes to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (cf. the CIRCULAR OF INFORMATION).

- b) He shall pass an examination on the course at such time as is most convenient to himself and his instructor either at the University or, if elsewhere, under supervision which has been approved by his Dean.
- c) Only those who receive a grade of A, B, or C, will be regarded as having passed.
- d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
- e) See also Regulations 1, 2, and 5.

6. Regulations.

- 1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three quarters) in resident study at the University of Chicago.
- 2) A student may not do more than twelve of the thirty-six Majors of college work required for the *Bachelor's* degree, nor more than one of the three years of graduate work required for the *Doctor's* degree by correspondence. Correspondence courses cannot count directly toward the *Master's* degree, inasmuch as only one year and nine Majors of resident study (the minimum resident study requirement for any degree) is required for this degree.
- 3) Of the courses offered by correspondence the student will not be allowed to select more than two at a time, except by consent of the Director of the University Extension Division.
- 4) A student may begin a correspondence course at any time in the year.
- 5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- 6) A student will be expected to complete any course *within one year from the end* (i. e., March 23, June 23, September 23, December 23) of that quarter in which he registers.
- 7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.
- 8) Extension of time will be granted: (1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, provided that due notice be given the Secretary and the Instructor both at the beginning and end of such resident study. (2) *For one full year from the date of expiration of the course*, if,

on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [cf. § 6, 6)], provided (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.

- 9) During an instructor's vacation a substitute will, if possible, be provided.
- 10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- 11) No fees can be refunded on account of a student's inability to enter upon or continue a course.
- 12) The matriculation fee will not be refunded in any case.
- 13) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- 14) A student will be required to pay for but one Major of a Double Major (DMj) course (e. g., Course 1 in Greek, Latin, German, etc.,) at a time.
- 15) Ordinarily, a Major consists of forty, and a Minor of twenty written lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a *definite amount of work* (cf. § 3); the number of lessons into which it is divided being incidental.
- 16) Courses announced as Majors cannot be taken as Minors.
- 17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [cf. § 5].
- 18) Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

- 1) All fees are payable in advance.
- 2) The matriculation fee is \$5.00 [cf. § 6, 10)]; the tuition fee for each Minor (M) is \$8.00 and for each Major (Mj) \$16.00. The tuition fee includes payment for the instruction sheets received. Text-books must be purchased by the student.
- 3) The student is required to enclose postage for the return of the lesson-papers [cf. § 6, 13)].
- 4) All money should be sent by draft or money order, not by check, made payable to THE UNIVERSITY OF CHICAGO.

8. Method of Registration (Recapitulated).

1) File with the Secretary of the Correspondence-study Department a formal application for *each* course desired. The required application blank will be furnished upon request [cf. § 4, 1)].

2) *Forward with the formal application the necessary fees:* (a) \$5.00 for matriculation, if not matriculated in the University [cf. § 6, 10)]; (b) \$8.00 for each Minor course, or \$16.00 for each Major course taken; (c) An additional fee for certain courses in Botany and Zoölogy.

3) A student registering for English Theological Seminary courses will pay \$3.00 for each course taken.

9. Books, etc. — Text-books, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.

10. Lecture-study. — Attention is called to the special circular relative to lecture-study work which may be obtained upon application.

III. COURSES OF INSTRUCTION.

IA. PHILOSOPHY.

1. Elementary Psychology.—This course is introductory in character. A preliminary study of the anatomy and physiology of the nervous system is made, in order to prepare for a better understanding of sensation. This is followed by a study of the more important mental processes, in which the aim will be to familiarize the student with the psychological standpoint and with fundamental psychological principles.

Mj.

DR. TANNER.

2. Advanced Psychology.—This course is open only to those who have had the elementary course in psychology or its equivalent. It will be carried on by informal instead of formal correspondence, and will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view 1) to mastering the authors, 2) to comparing, contrasting, and criticising them, and 3) to formulating individual opinions. The books used and subjects discussed will vary with the preparation and aims of the individual student.

(Informal) Mj.

DR. MACMILLAN.

3. Logic.—An elementary course treating especially of the syllogism. It embraces a treatment of Deductive and Inductive Logic. Special attention is given to practical exercises.

Mj.

DR. TANNER.

4. Ethics.—A series of introductory studies intended 1) to familiarize the student with the main aspects of ethical theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: *a*) the nature of moral conduct, *b*) the psychology of obligation, conscience, responsibility, and freedom, *c*) an historical and critical study of the various standards of estimating conduct, with special attention to Mill, Spencer, and Kant

Mj.

DR. MOORE.

5. Introduction to Philosophy.—A detailed study of current philosophic problems such as: knowledge of the external world; the validity of thought; relation of the physical and the psychical; the meaning of truth and error; freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies.

Mj.

DR. MOORE.

6. Greek and Mediæval Philosophy.—This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato, and to Aristotle's *Ethics*.

Mj.

PROFESSOR TUFTS.

7. Modern Philosophy.—Descartes to Hume, with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*.

(Informal) Mj.

PROFESSOR TUFTS.

8. Introduction to Kant.—Watson's *Selections*, and Mahaffy and Bernard's editions of *The Critique of Pure Reason*, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's *Leibnitz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique*, as found in Watson's *Selections*. (Informal) Prerequisite: *Course 7, or its equivalent*.

Mj.

PROFESSOR TUFTS.

9. Movements of Thought in the Nineteenth Century.—The course is a continuation of the History of Modern Philosophy, but is less technical and covers a

wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will be necessarily superficial, touching only upon the important moments in the development of thought during this century.

Mj. ASSISTANT PROFESSOR MEAD.

IB. EDUCATION.

1. Educational Psychology.—A study of the bearing of some fundamental psychological processes such as Habit, Attention, Imagery, Emotion, Motor Impulses, etc., upon school work, suggesting, also, the psychological basis of observation and interpretation of individual children. Also the psychological principles involved in the problems of "Recapitulation" and "Correlation" will receive attention.

Mj. DR. MOORE.

2. The History of Education.—This course will make a study of the methods of those schools which have exerted a marked influence on the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not a part of the history of education, and will not be given special attention in this survey.

Mj. PROFESSOR YOUNG.

***3. Outline of the Progress of Educational Thought and Practice.**

A. HISTORY OF EDUCATIONAL THEORIES AND PRACTICES FROM THE TIME OF THE GREEKS TO THE RISE OF UNIVERSITIES.

M.

B. EDUCATIONAL THOUGHT AND PROGRESS FROM THE THIRTEENTH TO THE EIGHTEENTH CENTURIES, INCLUSIVE.

M.

C. EDUCATION IN THE NINETEENTH CENTURY—ITS FUNDAMENTAL PRINCIPLES, ITS ORGANIZATION, AND RELATION TO SOCIAL LIFE.

M.

Each of the courses, A, B, C, is complete in itself, and may be treated as such, yet to obtain a comprehensive view of the progress of educational effort, the

courses ought to be taken in the order indicated. The aim in all these is to make the student acquainted with the educational aims and practices of the past and with the most important educational classics; and thus to enable him to obtain a foundation for the criticism of present theories and practices in the light of their historical evolution, and incidentally to acquire many rules for guidance in the actual work of teaching. Certain works representative of each period will be carefully studied.

ASSISTANT PROFESSOR LOCKE.

4. Philosophy of Education.—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects, which to some degree has been worked out in the Dewey Elementary School. It can be taken to advantage only by those with considerable maturity and some range of practical experience. [The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. MacMillan receives and corrects all exercises.]

Mj. PROFESSOR DEWEY AND DR. MACMILLAN.

5. The Method of Some Subjects in the Elementary School Curriculum.—This course will first consider questions pertaining to study and the recitation. It will then take up somewhat in detail subject-matter and its method in (1) History; (2) Mathematics; (3) Language.

M.

PROFESSOR YOUNG.

6. Froebel as an Educator.—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child-psychology as illustrated in the *Mother Play Book*.

Mj. MISS VANDEWALKER.

7. General Course in Child-Study.—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relating to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject.

Mj. MR. SMEDLEY.

* Registrations will be accepted after January 1, 1902.

8. Special Problems in Child-Study.—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth, sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children, and should have opportunities to consult special books and articles upon which the work will be largely based.

(Informal) Mj.
MR. SMEDLEY.

***9. The Practice and Organization of Education as Teaching.**—The general aim of this course is to enable teachers who are now at work, and who have an interest in their profession, to acquaint themselves with the aims of teaching and to study the problems connected therewith. It is essentially for those who desire to keep abreast of modern educational thought and practice.

Mj.

ASSISTANT PROFESSOR LOCKE.

***10. The Organization and Management of Schools.** This course is for Principals and Superintendents who may wish to work out certain administrative problems. The work will depend upon the particular problems which are to be treated.

Mj.

ASSISTANT PROFESSOR LOCKE.

II. POLITICAL ECONOMY.

1. Elementary Political Economy.—The aim of this course is to give the student such an acquaintance with the principles of Political Economy as is necessary for all advanced work, or for intelligent study of the economic questions of the day.

Mj.

DR. HOWERTH.

2. Advanced Political Economy.—This course is a continuation of the work of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for the advanced courses offered in the University.

Mj.

DR. HOWERTH.

3. Socialism.—A review of the development of the socialistic ideal and a consideration of it from the economic standpoint.

Mj.

DR. HOWERTH.

4. Tariff History of the United States.—The industrial tariffs from 1780-1824, the political tariffs from 1826-1846, the revenue tariffs from 1857-1867, and the protective tariff since that date will be studied with special reference to the conditions, economic and

political, which gave rise to them. A principal aim of the course will be to determine which of the several arguments advanced for and against protection, our experience has proved to be valid. (Informal) Mj.
ASSISTANT PROFESSOR HILL.

5. Railway Transportation.—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation, especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés.

(Informal) Mj.

ASSISTANT PROFESSOR HILL.

6. Banking.—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made with special attention to the manner in which each meets the problems of currency (coin, note, and deposit) reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards will be subjects of special study.

(Informal) Mj.

ASSISTANT PROFESSOR HILL.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj.

DR. HATFIELD.

2. American Constitutional Law.—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases, supplemented by readings in some of the commentaries.

Mj.

DR. HATFIELD.

3. Comparative Politics.—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland and the United States.

Mj.

DR. HATFIELD.

4. The Elements of International Law.—This course will cover some of the more important principles of International Law. The work based on the text-book will be supplemented by reference to selected cases.

Mj.

DR. HATFIELD

IV. HISTORY.

ACADEMY.

1. Greek History to the Death of Alexander. M.
MISS KNOX.

2. Roman History to the Death of Augustus. M.
MISS KNOX.

In addition to the political history of the periods covered by courses numbered 1 and 2, a study is made of the literature, art, and philosophy of the times.

COLLEGE.

3. Outline History of Civilization.—Beginning with the history of Greece, the course will follow the various phases of development through Roman history, the Mediæval period, and the Renaissance till close upon the French Revolution. The study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history, 2) social life, as it is shown in the family relations and the attitude of the classes toward each other, 3) economic progress, particularly with regard to cultivation, commerce, and communication, 4) higher culture and art. Acquaintance with the facts of history is presupposed.

Mj.
DR. WERGELAND.

4. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1) and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it.

Mj.
PROFESSOR GOODSPED.

5. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied.

Mj.

MISS KNOX.

6. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation: the struggle between king and parliament; English society and civilization; colonial expansion and the growth of democracy in the nineteenth century.

Mj.
MR. CATTERALL.

7. Outline History of Mediæval Europe (350-1500). The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between them. Mohammed and his religion,

the crusades, the rise of nationalities, mediæval institutions, and the Renaissance will be studied.

Mj.
MISS KNOX.

8. The Feudal Age (814-1217).—The break-up of the Carlovingian empire; the upgrowth of feudalism; the invasions of the Northmen and Hungarians in western Europe; the conflict of the empire and papacy for universal sovereignty; the history of Germany and Italy under Saxon, Franconian, and Hohenstaufen; the beginnings of English constitutional development; the rise of the French monarchy; the Mohammedan conquests in the east, culminating in the Crusades.

Mj.

DR. THOMPSON.

9. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period.

Mj.

MR. CATTERALL.

10. Outline History of Modern Europe (1517-1825). The principal topics treated are: the Reformation, the religious wars, the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles and upon causes and effects.

Mj.

MR. CATTERALL.

11. History of Europe from the Reformation to the French Revolution.—This course begins with the Reformation in Germany and traces the progress of politics during the sixteenth century as modified by the religious movements in the chief states of Europe. The seventeenth and eighteenth centuries are treated more in outline.

Mj.

ASSISTANT PROFESSOR FELLOWS.

12. General View of the French Revolution.—This course treats of the industrial and social conditions leading to the calling of a representative assembly in 1789; the difficulties involved in forming suitable constitutions; the influence of the movement on other nations; the changes in the Republic which led to the consulate and empire.

Mj.

ASSISTANT PROFESSOR FELLOWS.

13. History of Europe in the Nineteenth Century.—The aim of this course is to study the growth of liberal ideas in the various states of Europe during the present century. Particular attention will be paid to

the development of constitutional government in order to arrive at an intelligent understanding of the European countries as they are at present. Mj.

ASSISTANT PROFESSOR FELLOWS.

14. **Outline History of the United States from Colonization to the Present Time.**—This course corresponds to Course 3 given resident students at the University. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history.

Mj.

MR. CATTERALL.

15. **Period of Discovery and Exploration in America.**—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study. M.

MR. CATTERALL.

16. **Colonial Period and the War of the Revolution (1492-1783).**—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies. M.

MR. CATTERALL.

17. **Social Life in the American Colonies.**—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading. M.

ASSISTANT PROFESSOR SHEPARDSON.

18. **Political History of the United States Under the Articles of Confederation.**—Nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow. M.

MR. CATTERALL.

19. **Political History of the United States During the Period of Dominant Foreign Politics (1789-1817).**—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged

in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government. M.

MR. CATTERALL.

20. **United States from 1817-1861.**—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question. M.

MR. CATTERALL.

21. **Problems of the Civil War and the Reconstruction Period (1861-1881).**—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed. M.

ASSISTANT PROFESSOR SHEPARDSON.

22. **Territorial Growth of the United States.**—A course requiring investigation into the geography of the United States, tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal) M.

ASSISTANT PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Elementary Sociology.**—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student. M.

PROFESSOR HENDERSON AND MR. KIMBLE.

2. **Introduction to the Study of Society.**—A concrete descriptive study of society, illustrative of the organic concept. Social aggregates, organs, and functions will be studied, with some attention to pathological conditions. The general psychical phenomena of society will also be studied, including the phenomena of authority, social morality, public opinion, and the general will. Personal investigation upon the part of the student will be directed, and references and suggestions for reading furnished. M.

DR. HOWERTH.

3. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal

forms; the Constitutions of Greek, Roman, and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

4. A Study of Charities and Corrections.—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems. Mj.

PROFESSOR HENDERSON.

5. A Century in the Development of English Social Philosophy.—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

6. The Structure of Society.—The physical, economic, intellectual, social, æsthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal) Mj.

ASSOCIATE PROFESSOR ZUEBLIN.

7. Contemporary American Society.—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal) Mj.

ASSOCIATE PROFESSOR VINCENT.

8. Urban Life in the United States.—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. (Informal) Mj.

ASSOCIATE PROFESSOR VINCENT.

ANTHROPOLOGY.

9. Origin of Social Institutions.—Association in the tribal stage of society. The origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions. Ethnological and anthropological basis of sociology. (Informal) Mj.

ASSOCIATE PROFESSOR THOMAS.

SANITARY SCIENCE.

10. Foods.—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in diets from an economic and physiological standpoint. Mj.

ASSOCIATE PROFESSOR TALBOT
AND MRS. RAYCROFT.

11. House Sanitation.—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj.

ASSOCIATE PROFESSOR TALBOT
AND MRS. RAYCROFT.

VII. COMPARATIVE RELIGION.

1. Introduction to the History of Religion.—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject. Mj.

PROFESSOR GOODSPED
AND DR. CONARD.

2. Comparative Theology: The Idea of God.—This is a cursory study of the idea of God as seen in primitive myth and cult and in the religious rites and literature of the chief historic religions. It should be preceded by Course 1. Mj.

PROFESSOR GOODSPED
AND DR. CONARD.

VIII. SEMITIC LANGUAGES AND LITERATURES.

1. Elementary Hebrew.—Includes the mastery of the Hebrew of Genesis chaps. 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. M.

MR. MORGAN.

2. Intermediate Hebrew.—Includes the critical study of Genesis chaps. 4-8, with a review of Genesis chaps. 1-3, the more rapid reading of fourteen chapters

in I Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. M.

MR. MORGAN.

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

MR. MORGAN.

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

MR. MORGAN.

5. **Elementary Arabic.** Mj.
PROFESSOR SANDERS.

6. **Elementary Assyrian.**—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite. M.

PROFESSOR BERRY.

7. **Intermediate Assyrian.**—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use. M.

PROFESSOR BERRY.

8. **Elementary Egyptian.**—Study of 1) the speech of Thutmosis I to the priests of Abydos, 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

ASSISTANT PROFESSOR BREASTED.

President Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **Elementary New Testament Greek.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. M.

DR. GOODSPEED.

2. **Intermediate New Testament Greek.**—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. M.

DR. GOODSPEED.

3. **Advanced New Testament Greek.**—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek, as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons. M.

ASSISTANT PROFESSOR VOTAW.

4. **Constructive Studies in the Life of Christ.**—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way; especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. The work is based on Burton and Mathews' *Constructive Studies in the Life of Christ*. Mj.

PROFESSOR MATHEWS.

5. **Research Course in the Life of Christ.**—A course designed to follow Course 4, or an equivalent study of the Life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the Gospel history, such as the origin and characteristics of the gospels, the development of the religious and Messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M.

ASSISTANT PROFESSOR VOTAW.

6. **The Parables of Jesus.**—Their characteristics; Principles of interpretation; interpretation of a limited number. (Informal) M.

PROFESSOR MATHEWS.

7. **Social Teachings of Jesus.**—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. Mj.

PROFESSOR MATHEWS.

8. **Historical Study of the Book of Acts.**—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal) Mj.

PROFESSOR MATHEWS.

9. **History of the Apostolic Age.**—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal)

Mj.
PROFESSOR MATHEWS.

10. **Life of the Apostle Paul, and Introduction to the Pauline Epistles.**—The work in this course is done on the basis of a handbook, prepared by the instructor, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. (Informal)

Mj.

PROFESSOR BURTON.

11. **The Epistle to the Galatians.**—Introduction, analysis and interpretation of selected passages. (Informal)

M.

PROFESSOR BURTON.

12. **The Epistle to the Ephesians.**—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal)

Mj.

PROFESSOR MATHEWS.

13. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ.

Mj.

PROFESSOR MATHEWS.

14. **Quotations from the Old Testament in the Gospels.**—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. (Informal)

M.

PROFESSOR BURTON.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the Grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study.

Mj.

PROFESSOR BUCK AND DR. MEYER.

The instructors will suggest reading for further work in Sanskrit or Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Greek.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning.

DMj.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon: Anabasis, Bks. II-III.**—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight.

Mj.

ASSISTANT PROFESSOR BRONSON.

3. **Xenophon: Anabasis, Bks. IV-V.**—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities.

Mj.

ASSISTANT PROFESSOR BRONSON.

4. **Homer: Iliad, Bks. I-III.**—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax.

Mj.

DR. WOLCOTT.

5. **Homer: Iliad, Books IV-VI.**—In this course the literary features of Homeric study are emphasized.

Mj.

DR. WOLCOTT.

COLLEGE.

6. **Xenophon: Memorabilia; Plato: Apology and Crito; Exercises in the Writing of Greek.**—This course is the first of the required college courses in Greek. It includes (1) a brief review of the grammar; (2) practice in prose composition; (3) a study of the life and teachings of Socrates based on the accounts of his two most distinguished pupils; and (4) an introduction to the writings of Plato.

Mj.

DR. WOLCOTT.

7. **Homer: Odyssey.**—The object of this course is to develop the power of appreciating Homer as literature. Nine books of the Phæacian episode are read.

Mj.

DR. WOLCOTT.

8. **Herodotus: Historiae, Bks. VI-VII.**—In this course particular attention is paid to the language and style of the author as well as to the historical importance of the events narrated.

Mj.

DR. WOLCOTT.

9. **Advanced Prose Composition.**—The work is based on Higley's *Exercises in Prose Composition*, or some other book of equal rank to be agreed upon by student and instructor.

Mj.

DR. WOLCOTT.

10. **Demosthenes: Philippics and Lysias.**—An introduction to the study of the Attic orators.

Mj.

DR. WOLCOTT.

11. **Demosthenes: *De Corona*.**—A study, chiefly literary, of this masterpiece of Attic oratory. Mj.
DR. WOLCOTT.

12. **Introduction to the Greek Drama.**—This course includes careful reading and interpretation of the *Clouds* of Aristophanes and the *Alcestis* of Euripides, together with a study of the principal characteristics of the Greek drama and theater. Mj.
DR. WOLCOTT.

Members of the Greek Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Latin.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of Cæsar's *De Bello Gallico* is used from the beginning. Two consecutive Majors. DMj.
MISS PELLETT.

2. **Cæsar: *De Bello Gallico, Bk. II.***—Intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.
MISS PELLETT.

3. **Cæsar: *De Bello Gallico, Bks. III-IV.***—Continues Course 2. The more difficult Cæsarian constructions are carefully studied. Mj.
MISS PELLETT.

4. **Cæsar: *De Bello Gallico, Bk. I.***—Based on the latter part of Book I, the war with Arioistus. Special attention is given to the subject of Indirect Discourse. M.
MISS PELLETT.

5. **Viri Romæ.**—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. Open to those who have completed Course 1 or its equivalent. M.
MISS PELLETT.

6. **Nepos.**—(Equivalent to Course 5.) M.
MISS PELLETT.

7. **Cicero.**—Courses are offered on the orations *In Catilinam*, *Pro Lege Manilia*, *Pro Milone*, *Pro Marcello*, *Pro Archia*. Prose based on Cicero is given in connection with each course, and the style of Cicero is carefully studied. (Informal)
MISS PELLETT.

8. **Virgil: *Aeneid, Bk. I.***—In all the Virgil courses the subjects of prosody and word derivation are especially treated. Mj.
MISS PELLETT.

9. **Virgil: *Aeneid, Bks. II-III.*** Mj.
MISS PELLETT.

10. **Virgil: *Aeneid, Bks. IV-VI.*** Mj.
MISS PELLETT.

11. **Selections from Roman Writers.**—This course will contain forty lessons and will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj.
MISS PELLETT.

12. **Prose Composition based on Cæsar.**—(Informal) M.
MISS PELLETT.

13. **Prose Composition based on Cicero.**—(Informal) M.
MISS PELLETT.

COLLEGE.

14. **Roman Political Institutions.**—A topical survey, both historical and descriptive, of the magistracies, senate, popular assemblies, courts, and Roman provincial administration under the Republic. The course is based on Abbott's *Roman Political Institutions*, and is intended primarily for teachers of Latin and Political Science. Mj.
DR. WOLCOTT.

15. **Advanced Prose Composition.**—A Latin text is selected and the exercises are graded according to the ability of the student. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal) Mj.
ASSOCIATE PROFESSOR MILLER.

16. **Cicero: *De Senectute.***—Writing of Latin. M.
MISS PELLETT.

17. **Livy.**—A large part of the twenty-first book is read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned to each lesson. M.
ASSOCIATE PROFESSOR MILLER.

18. **Tacitus: *Agricola* and *Germania*.**—In the readings of these works, both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj.
DR. WOLCOTT.

19. **Terence: *Phormio*.**—This play, as a specimen of the highest development of Roman Comedy, is carefully studied with regard to models, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. M.
DR. WOLCOTT.

20. **Horace : Odes, Books I-III.**—This course includes: commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.

ASSOCIATE PROFESSOR MILLER.

21. **Horace : Satires.**—The principal Satires are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj.

DR. WOLCOTT.

22. **Cicero : Epistulae.**—The political letters will be studied, special attention being paid to the periods 61-57, 50-49, and 44-43. Special topics connected with the periods mentioned will be assigned from time to time. Mj.

DR. CLEMENT.

23. **Ovid.**—Selections from the *Epistulae, Amores, Fasti, Metamorphoses, and Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.

ASSOCIATE PROFESSOR MILLER.

24. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero, *Tusculan Disputations I, De Senectute, De Amicitia, Epistulae*; Virgil, *Aeneid, Book VI*; Horace, *Selected Odes*; Ovid, Seneca, Persius, etc. (Informal) Mj.

ASSOCIATE PROFESSOR MILLER.

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. **Elementary French.**—The object of this course is to acquaint the student with the essential principles of French grammar, to enable him to turn easy English into idiomatic French, and to lead him to translate at sight. A number of short stories are read. Mj.

DR. NEFF.

2. **Intermediate French.**—This course is a continuation of the above course. It includes a review of the irregular verbs, inductive study of the grammar from the texts read, and additional practice in French composition. A modern novel and a text of modern French history are read. Mj.

DR. NEFF.

3. **French Novels.**—This is largely a language and drill course and is intended to extend and complete the two preceding courses (1 and 2). With them it offers the minimum amount of French required of all candidates for the Bachelor's degree in the University. The work includes the reading of three modern French novels, translations from English into French, composition in French, and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Mj.

DR. NEFF.

4. **French Composition.**—This course is intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating but in composing in French. The subjects, like the assigned readings, are chosen to suit the special demands or interests of the student. Twenty lessons. Mj.

ASSISTANT PROFESSOR INGRES.

5. **Modern French Comedies.**—Reading of a number of French comedies with an outline of the life of the authors and the literary period to which they belong. (Informal) Mj.

DR. CIPRIANI.

6. **Fables of La Fontaine.**—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it, 2) an introduction to seventeenth century social and political life, 3) an appreciation of La Fontaine as a man, a poet and a satirist.

Prerequisite: *Ability to read any ordinary French at sight and to write simple compositions in French.* Mj.

MISS WALLACE AND MR. WILLIAMSON.

7. **The Comedies of Molière.**—The course will include a study of the life and works of the author, and his influence on the theater. Six of his leading comedies will be examined critically, and especial attention given to the society reflected in these plays. Although this is primarily a literary course, comparison will be made between the language of Molière and that of today, and the more unusual constructions will receive consideration. The work will be conducted partly in English and partly in French, or wholly in French, at the option of the student. Twenty lessons.

Prerequisite: *Courses 1, 2, and 3, or their equivalent.* Mj.

DR. NEFF.

8. **The Romantic Movement.**—This is chiefly a literary course. It will include a rapid survey of the conditions of French literature at the opening of the

nineteenth century, and the literary ideals of the so-called classical school; the meaning and extent of the Romantic movement; and readings from its most important representatives. Selections from the novels, dramas, and lyric and epic poetry of Victor Hugo, the leader of this movement, will be studied in detail. The papers will be partly in French and partly in English. Twenty lessons.

Prerequisite: Courses 1, 2, and 3, or their equivalent.

Mj.

DR. NEFF.

9. French Literature.—General outline of French literature, or the study of a given period or movement thereof, such as: *The French Epic; Pedagogy in French Literature; French Historians; Le Siècle de Louis Quatorze; The Philosophers; The Romantic School; Modern Poetry; Dramatic Literature; Minor Poets*, etc. The subject of study and the manuscripts required will be rearranged in each individual case. The work of the course is conducted entirely in French. (Informal)

Prerequisite: Course 4 or its equivalent.

Mj.

ASSISTANT PROFESSOR INGRES.

10. Studies in Old French Literature.—This course provides for the study of Old French Epic and Lyric Poetry. (Informal)

Mj.

DR. CIPRIANI.

11. French Philology.—This course deals with the historical development of the French language from its origin to the present day. The principles of phonetics are studied, and Old French texts are read and discussed. Modern French grammar is included in the course and shown to be the logical outcome of a long process of development. (Informal)

Students must know Latin. The work of the course is conducted entirely in French.

Mj.

ASSISTANT PROFESSOR INGRES.

12. Elementary Spanish.—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish.

Mj.

MR. BURNET.

13. Modern Spanish Novels and Dramas.—Reading of Alarcón, *El Sombrero de Tres Picos*; Caballero, *La Familia de Alvareda*; Tamayo, *Un Drama Nuevo*, with composition based on the texts.

Prerequisite: Course 12 or its equivalent.

Mj.

MR. BURNET.

14. Spanish Prose Composition.—The aim of this course is to give the student practical use of Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. (Informal)

Prerequisite: Course 12 or its equivalent.

Mj.

MR. BURNET.

15. Don Quixote.—Critical reading of the first twenty-five chapters of *Don Quixote*. The life of Cervantes, the peculiarities of syntax, style, and diction as compared with modern Spanish, will be studied, and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author to do so.

Prerequisite: Courses 12 and 13 or their equivalent.

Mj.

MR. BURNET.

16. Old Spanish Readings.—Interpretation of selections from Keller, *Altspanisches Lesebuch*.

Mj.

ASSOCIATE PROFESSOR PIETSCH.

17. Elementary Italian.—The aim of this course is to ground the student in the essential grammar of the language and to equip him with a vocabulary which will enable him to read simple Italian prose. An accented text will be used in order that the student may acquire correct pronunciation.

Mj.

ASSISTANT PROFESSOR HOWLAND.

18. Advanced Italian.—Advanced courses in Italian will be arranged suited to the student's purposes and advancement. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal)

Mj.

ASSISTANT PROFESSOR HOWLAND.

19. Studies in Italian Literature.—Planned to give the student help in special lines of work.

Mj.

DR. CIPRIANI.

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Philology and Phonology, Old French Morphology, Old French, Victor Hugo, French Literature of the Nineteenth Century, French Dialects, History of Old French Literature and Culture, Contemporary French Literature, Old French Epic*.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. Elementary German.—This course will aim to give familiarity with pronunciation, a mastery of the forms of the language as well as of the more important rules of syntax, ability to read easy German prose at sight and drill in writing and in reading German script. Two consecutive Majors of twenty lessons each.

DMJ.

DR. SCHUB.

2. Intermediate German.—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student

will be required to produce in German what he has read. In the composition work emphasis will be laid upon word order and sentence-structure, the knowledge of which is essential to the proper appreciation of the language.

Mj.

DR. SCHÜTZE.

3. Intermediate Prose Composition.—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom.

Mj.

DR. KERN.

4. German Idioms and Synonyms.—This course comprises the study of 1) the peculiar method of word formation, 2) grammatical idioms, 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course is intended to afford the necessary preparation for Course 5, the Teacher's Course, and will be helpful to all who aim to be independent in their use of the language.

Mj.

DR. SCHUB.

5. Deutsche Aufsätze und Stilübungen.—Theme writing. Of especial value to teachers. (Informal)

Mj.

PROFESSOR CUTTING.

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Gothic, Old High German, Germanic Phonology, Schiller, Goethe's Lyrical Poetry, Wallenstein, Heine, and Faust*.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMY.

1. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It will consist of exercises based upon the study of a prescribed text-book, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college-entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in *practical composition*.

Mj.

MR. MARSH.

2. Preparatory English Literature.—The instruction in this course will be based from year to year

upon the standard requirements for admission to college in English literature. The aim is to make it valuable not only to students preparing for admission to college but to all teachers of English in preparatory schools. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5.00 for that year.]

Mj.

MRS. MACCLINTOCK.

COLLEGE.

3. English I.—This course is designed to be a full equivalent of English 1 (the *first* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction.

Mj.

MR. MARSH.

4. English III.—This course is designed to be a full equivalent of English 3 (the *second* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims (a) to give training in structure, and (b) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends, the emphasis of the course will be laid on exposition and argumentation, text-books will be required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I or by submitting to the instructor an original exposition or argument showing ability.

Mj.

MR. FLINT.

5. English IV.—The work in this course will consist in the preparation of nine long themes, each, roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student will be expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. Instruction in the course will be personal, not general. Admission may be obtained in one of two ways, (a) by passing creditably English I and English III; (b) by

submitting to the instructor a manuscript showing literary ability. *This course carries no credit.* The fee is \$16.

MRS. FLINT.

6. English V.—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—*e.g.*, the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing, which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. *This course carries no credit.* The fee is \$16.

ASSISTANT PROFESSOR MOODY.

7. Masterpieces of English Literature.—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature. Mj.

MRS. MACCLINTOCK.

8. Studies in Shakespeare.—The following plays: *As You Like It*, *King Richard III*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character.

Prerequisite: *Course 7 or its equivalent.* Mj.

MRS. MACCLINTOCK.

9. Shakespeare: Typical Plays.—In this course, designed to give the student a knowledge of the variety and the development of Shakespeare's powers, the following plays are critically studied: *Henry IV* (parts 1 and 2), *As You Like It*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. For purposes of comparison the student is required to read also *The Two Gentlemen of Verona*, *Richard III*, and *Romeo and Juliet*. Mj.

ASSISTANT PROFESSOR TROOP.

10. The Comedies of Shakespeare.—The course will consist of studies in *A Midsummer Night's Dream*, *As You Like It*, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure, characterization. M.

ASSISTANT PROFESSOR TOLMAN.

11. The Tragedies of Shakespeare.—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy. M.

ASSISTANT PROFESSOR TOLMAN.

12. English Literature of the Classical Period (1660-1740).—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. Mj.

ASSISTANT PROFESSOR REYNOLDS.

13. English Literature of the Age of Johnson (1740-1798).—Rapid reading through the most important literature of the period. Study of illustrative examples of the dominant literary species. Especial stress on this period as one of transition from Classicism to Romanticism. Mj.

ASSISTANT PROFESSOR REYNOLDS.

14. English Romantic Poets of the Early Nineteenth Century.—An advanced undergraduate study of typical selections from Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: *Course 7 or its equivalent.* Mj.
ASSISTANT PROFESSOR REYNOLDS.

15. English Literature from 1832 to 1892.—Primarily a reading course, corresponding to English 48 in residence. The aim of the course is (1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period; and (2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings, Clough, Arnold, Rossetti, Morris, and Swinburne among the poets; Thackeray, Dickens, Charlotte Bronté, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, and Stevenson among the essayists.

Prerequisite: *Course 7 (Univ. 40) or its equivalent.* Mj.
MR. MARSH.

16. Studies in the Works of Robert Browning. M.
DR. TRIGGS OR MISS RADFORD.

17. Studies in the Poetry of Tennyson. M.
MISS RADFORD.

18. **Studies in the Works of Walt Whitman.** M.
DR. TRIGGS.

19. **English Essayists of the Nineteenth Century.**—An advanced undergraduate study of six essayists, including a preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon the lives and selected essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. The method of study is the biographical and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature with social life. Mj.

ASSISTANT PROFESSOR TROOP.

20. **Studies in Fiction.**—This course is designed as a systematic and comprehensive introduction to the study of prose fiction, discussing the elements: plot, characterization, narrative and description, dialogue, background, etc. The work will be based upon and illustrated from a body of selected masterpieces of English fiction, to be read carefully by the student. Mj.

PROFESSOR MACCLINTOCK.

21. **English Novelists of the Nineteenth Century.**—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, and the lives of these writers, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret his works as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj.

ASSISTANT PROFESSOR TROOP.

22. **American Literature: The Renaissance of New England.**—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, unitarianism, transcendentalism, and reform—are incidentally examined in so far as they affected or were affected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj.

ASSISTANT PROFESSOR TROOP.

23. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their

equivalents, will be read: George Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Sudermann's *The Wish*, Wilkins *Pembroke*. Mj.

MISS RADFORD.

24. **Types of the Modern Drama.**—A study of ten modern dramas: Tennyson's *Harold*; Browning's *A Blot in the Scutcheon*; Swinburne's *Atalanta in Calydon*; Maeterlinck's *The Blind*; Wagner's *Tannhäuser*; Hauptmann's *Sunken Bell*; Sudermann's *Magda*; Rostand's *Cyrano de Bergerac*; Shaw's *You Never Can Tell*; Ibsen's *Brand*. Mj.

DR. TRIGGS.

25. **The Short Story in English and American Literature.**—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Poe, Hawthorne, Dickens, Stevenson, Kipling, Hardy, and others, in comparison, so far as may be possible, with the work of recent French masters of the short story—Daudet, De Maupassant, and others. The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj.

MR. MARSH.

GRADUATE.

26. **Beginning Old English. (Informal)** Mj.
ASSOCIATE PROFESSOR BLACKBURN.

27. **A Study of the Beowulf.**—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. (Informal) Mj.

MRS. MACCLINTOCK.

28. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725-1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic tendencies of the Eighteenth Century—tendencies which finally produced the work of Burns, Cowper, Wordsworth, Coleridge, Shelley, Keats, Byron, etc. The course will serve as a training in literary investigation by sending students to original sources and expecting from them serious independent study. Mj.

PROFESSOR MACCLINTOCK.

Associate Professor Blackburn offers instruction by informal correspondence to any one desiring advanced work in Old English.

XVII. MATHEMATICS.

ACADEMY.

1. Elementary Algebra.—Wells's *University Algebra*. Mj.
ASSISTANT PROFESSOR HOOVER.

2. Plane Geometry.—Wells's *Plane Geometry* (New Edition). Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

3. Solid Geometry.—Chauvenet's *Solid Geometry*, Byerly's edition. M.
ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. College Algebra.—Wells's *University Algebra*. Mj.
ASSISTANT PROFESSOR HOOVER.

5. Plane Trigonometry.—Bowser's *Treatise on Plane Trigonometry*. Mj.
ASSISTANT PROFESSOR HOOVER.

6. Special Trigonometry.—Casey's *Plane Trigonometry* or Chauvenet's *Plane and Spherical Trigonometry*. (Informal) M
ASSISTANT PROFESSOR HOOVER.

7. Theory of Equations.—Todhunter's *Theory of Equations*. (Informal) M.
ASSISTANT PROFESSOR HOOVER.

8. Analytic Geometry.—Bowser's *Elements of Analytical Geometry*. Mj.
ASSISTANT PROFESSOR HOOVER.

9. Calculus.—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

10. Advanced Calculus.—Byerly's *Differential and Integral Calculus*. Two consecutive Mjors. (Informal) DMj.
ASSISTANT PROFESSOR HOOVER.

11. Advanced Theory of Equations.—Burnside and Panton's *Theory of Equations*, third edition. Two consecutive Majors. (Informal) DMj.
ASSISTANT PROFESSOR HOOVER.

GRADUATE.

12. The Pedagogy of Mathematics.—Selected topics relative to the teaching of secondary mathematics will be considered. Lesson sheets will be sent outlining the work and making assignments for reading. The topics taken up and the work assigned will be adapted as far as possible to the desires and to the library facilities of each student. If the student is engaged in teaching secondary mathematics, the course will be brought into as close practical connection with his teaching as is feasible. Digests upon

the matter read and reports upon the work done will be called for and returned with comments. (Informal)

Mj.

ASSISTANT PROFESSOR YOUNG.

13. Advanced Analytic Geometry.—Loney's *Coördinate Geometry*, or C. Smith's *Conic Sections*, or Whitworth's *Modern Analytical Geometry* (Trilinears, etc.), or Salmon's *Conic Sections*. (Informal) DMj.
ASSISTANT PROFESSOR HOOVER.

14. Solid Analytical Geometry.—C. Smith's *Solid Geometry* (Mj.), Frost's *Solid Analytical Geometry* (DMj.), or Salmon's *Geometry of Three Dimensions* (DMj.). (Informal)

ASSISTANT PROFESSOR HOOVER.

15. Analytical Statics.—Todhunter's *Statics* (Mj.), Minchin's *Statics* (DMj.), or Routh's *Statics* (DMj.) (Informal)

ASSISTANT PROFESSOR HOOVER.

16. Differential Equations.—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. Two consecutive Majors. (Informal) DMj.
ASSISTANT PROFESSOR HOOVER.

17. Dynamics of a Particle.—Tait and Steele's *Dynamics of a Particle*. (Informal) Mj.
ASSISTANT PROFESSOR HOOVER.

18. Analytical Mechanics.—Elementary course. Bowser's *Analytical Mechanics*. (Informal) Mj.
ASSISTANT PROFESSOR HOOVER.

19. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) Two consecutive Majors. (Informal) DMj.
ASSISTANT PROFESSOR HOOVER.

20. Twisted Curves and Surfaces.—Differential Geometry. (Informal) Mj.
DR. BOYD.

21. Projective Geometry.—Reye's *Geometrie der Lage*. (Informal) Mj.
PROFESSOR MOORE.

22. Modern Analytic Geometry.—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal) Mj.
PROFESSOR MOORE.

23. Analysis.—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal) 4 Majors.
PROFESSOR MOORE.

24. Theory of Functions of a Complex Variable.—Burkhardt's *Einführung in die Theorie der Analytischen Functionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal) DMj.
PROFESSOR MOORE.

25. **Elliptic Functions.**—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal) DMj.
PROFESSOR MOORE.

26. **Algebra.**—Weber's *Lehrbuch der Algebra*. (Informal) DMj.
PROFESSOR MOORE.

27. **Numbers.**—Bachmann's *Zahlentheorie*. (Informal) DMj.
PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. **Elementary Astronomy.**—Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal) Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

2. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal) Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

3. **Advanced Analytical Mechanics.**—Ziwet's *Theoretical Mechanics*. (Informal)

Prerequisite: Courses 10 and 14 in the Department of Mathematics and Course 2 in Astronomy. Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

4. **Celestial Mechanics.**—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dzioebek, *Mathematical Theories of Planetary Motions*. (Informal)

Prerequisite: Course 3 or its equivalent, and a reading knowledge of French. Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

XXI. GEOLOGY.

*1. **Physiography.**—The course embraces the following general subjects: 1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; 2) the atmosphere, its constitution, temperature, pressure, and movements, weather changes and climate; 3) the ocean, its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land, the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of course 1a

offered resident students and is suited to the needs of those who teach Physical Geography and Physiography in Preparatory Schools.

MJ. MR. CALHOUN.

XXII. ZOÖLOGY.

1. **Animal Ecology.**—A course of laboratory and field work relating to the habitat, distribution, food, migrations, breeding and brooding instincts, locomotion, response to special stimuli, and special adaptations of certain types of animals. Mj.

ASSOCIATE PROFESSOR DAVENPORT AND DR. ENTEMANN.

2. **Invertebrate Zoölogy.**—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about 25 forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$2.50 for each Major.

MJ.
DR. CHILD.

3. **Vertebrate Zoölogy.**—The course covers the ground of Course 3 offered resident students. It is intended to supplement the work on Invertebrate Zoölogy. The study of the invertebrates is, however, not a prerequisite. The work will consist of practical exercises in connection with assigned reading. The student will be supplied with the following forms for dissection: Amphioxus, dog fish, bony fish, frog, alligator, pigeon, and rabbit. A fee of \$2.50 is charged for material.

MJ.
MR. TOWER.

XXIV. PHYSIOLOGY.

1. **Elementary Physiology.**—The course corresponds to Course 1, offered resident students at the University. The work will be carried on by means of assigned readings in the standard text-books on Physiology, with a minimum reading in Anatomy and Histology. So far as is possible, directions will be given for such simple experiments as can be performed outside of a laboratory with the facilities which every student has at hand. Reports on the readings and experiments will be called for and returned with corrections, answers to any questions raised, and suggestions as to profitable lines of work.

Unless four apply the course will not be given. Mj.
ASSISTANT PROFESSOR LYON.

* Registrations will be accepted after October 1, 1901.

XXVII. BOTANY.

1. Elementary Plant Physiology.—This course corresponds to Course 2, given at the University. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard text-book. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections. Mj.

PROFESSOR BARNES AND MR. LIVINGSTONE.

2. Elementary Plant Ecology.—This course covers essentially the same ground as Coulter's *Plant Relations*, and does not necessarily require previous botanical training, though some work in plant analysis and in a study of plant structures is highly desirable. The work consists chiefly of the study of plants from the standpoint of function, and also the modifications which are produced by different environments. Mj.

DR. COWLES.

3. Methods in Plant Histology.—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj.

DR. CHAMBERLAIN.

4. General Morphology of the Algae and Fungi. This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks, course at the University. The fifty types studied represent all the main groups of Algae and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material. Mj.

DR. CHAMBERLAIN.

5. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in Algae and Fungi and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in

addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50.

Mj.

DR. CHAMBERLAIN.

6. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5.00.

Mj.

DR. CHAMBERLAIN.

7. Laboratory Ecology.—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of elementary Botany, and should have access to a compound microscope. Material will be furnished for the cost of transportation, so far as the student is unable to obtain it for himself. Mj.

DR. COWLES.

8. Field Ecology.—This course is designed primarily for those students who have taken the work in elementary Ecology at the University, and who desire to pursue further investigations along that line at their homes. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal) Mj.

DR. COWLES.

XXVIII. PATHOLOGY AND BACTERIOLOGY.

1. Bacteriological Technique.—The work will cover the following subjects: The manipulation of the microscope; the methods of staining various bacteria; the methods of growing and studying bacteria; the principles of sterilization; the methods of pasteurization as applied to the treatment of milk; the determination of the number of bacteria in water and milk. A fee of \$2.50 is charged for material. Mj.

DR. DAVIES.

2. Advanced Bacteriology.—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and physicians. A fee of \$5 is charged for material.

Prerequisite: *Course 1 or its equivalent.* Mj.
DR. DAVIES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. Outline of Hebrew History.—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj.

ASSISTANT PROFESSOR WILLETT.

2. Old Testament Prophecy.—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: 1) the controlling ideas in the teaching of each of the great prophets, 2) the relation of the prophet and his work to the political and social movements of his day, 3) the attitude of the prophet toward the priest and priestly institutions, 4) the place of prophecy in the preparation for the work of the Christ. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR HARPER AND DR. SMITH.

3. Old Testament Worship.—A study of the element of worship and of the institutions connected with worship in the Old Testament. Special consideration will be given to such topics as: 1) the priest, 2) place of worship, 3) sacrifice, 4) feasts, 5) tithes, 6) clean and unclean, etc. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR HARPER AND DR. SMITH.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. The Life of Christ in Connection with the Gospel of Luke.—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. M.

DR. HOBEN.

2. The Gospel of John.—A course developed on an inductive plan especially suited to the peculiar struc-

ture of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; application to present life and character. M.

DR. HOBEN.

3. The Acts.—The chief topics for investigation will be 1) The *Organization* of the church, its source, development, officers, members, method of government, rites, services, etc. 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people. 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth. 4) The *Belief* and *Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc. 5) The *Practice* of the church, concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself. 6) God's *Providence* sustaining and directing the church. 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M.

DR. HOBEN.

XLV. CHURCH HISTORY.

1. The Protestant Reformation.—Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

LIBRARY SCIENCE.

1. Technical Methods of Library Science.—This course is designed as an elementary training in practical library work for those who are unable to attend a library school. It deals with cataloguing, classification, accessioning, shelf-listing, book-binding, gift work, periodicals, loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at the University. As preparation, students should have at least two years of college education or its equivalent. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj.

MISS ROBERTSON.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. **The English Theological Seminary** of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, *while twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a

ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required), as govern the regular courses of the Correspondence-study Department.

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any *degree* is allowed on these courses. They count only toward the English Theological Seminary *Certificate*.

1B. **English. Rhetoric and English Composition.** Mj.
MR. H. J. SMITH.

2B. **History.**—Outlines of Greek and Roman History. Mj.
ASSOCIATE PROFESSOR MONCRIEF.

3B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj.

PROFESSORS ANDERSON AND JOHNSON.

4B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age. Mj.
PROFESSOR HENDERSON.

5B. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration. Mj.
PROFESSOR HENDERSON.

6B. **Church History Prior to Constantine (A. D. 30-311).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the

New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines.

PROFESSOR HULBERT.

7B. **Church History—The Protestant Reformation.** Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process.

ASSOCIATE PROFESSOR MONCRIEF.

8B. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion.

PROFESSOR FOSTER.

9B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ.

PROFESSOR MATHEWS.

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The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

THE UNIVERSITY OF ILLINOIS

ANNOUNCEMENTS

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NO. 2

CORRESPONDENCE-STUDY DEPARTMENT



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LAETITIA MOON CONARD, Ph.D., *Non-Resident Reader in Comparative Religion.*

FREDERICK OTTO SCHUB, Ph.D., *Non-Resident Reader in German.*

MINNIE MARIE ENTEMANN, Ph.D., *Reader in Zoölogy.*

THOMAS ALLAN HOBEN, Ph.D., *Non-Resident Reader in New Testament Literature.*

OSCAR TUNSTAL MORGAN, Ph.D., *Non-Resident Reader in the Semitic Languages and Literatures.*

DANIEL PETER MacMILLAN, Ph.D., *Non-Resident Reader in Philosophy.*

FRED HARVEY HALL CALHOUN, Ph.D., *Non-Resident Reader in Geology.*

KATHERINE ELIZABETH DOPP, Ph.D., *Non-Resident Reader in Philosophy.*

SARAH FRANCES PELLETT, A.M., *Reader in Latin.*

NINA CATHERINE VANDEWALKER, PED.M., *Non-Resident Reader in Philosophy.*

FRED WARREN SMEDLEY, Ph.B., *Non-Resident Reader in Philosophy.*

EDITH BURNHAM FOSTER FLINT, Ph.B., *Non-Resident Reader in English.*

RALPH GRIERSON KIMBLE, A.B., *Non-Resident Reader in Sociology.*

MERRITT LORRAINE HOBLIT, A.M., *Reader in Spanish.*

ELIZABETH BUTLER RAYCROFT, S.B., *Non-Resident Reader in Sanitary Science.*

II. GENERAL INFORMATION.

The General Plan for University Extension Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in two ways: 1) By lecture-study courses, 2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

- 1. The Correspondence Work in General.**—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction and correction* may be given often-times as effectively by written as by spoken word.
- 2. Purpose and Constituency.**—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: 1) Students preparing for college; 2) college students who are unable to pursue continuous resident study; 3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; 4) teachers and others who have had a partial college course and wish to work along some special line; 5) instructors in higher institutions who desire assistance in the advanced study of some special subject; 6) professional and business men who wish technical advice; 7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; 8) all who desire a broader knowledge or a more thorough scholarship.

- 3. Method of Instruction.**—Each correspondence-course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms Major (Mj) and Minor (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) *Formal* courses are conducted on the basis of printed instruction sheets which furnish suggestions and assistance and assign the tasks to be performed. The student thus works under

guidance as in the recitation room. At regular intervals the student mails to the instructor a recitation paper on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have arisen in his study. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson submitted by the student is carefully criticised by the instructor and returned.

- 2) *Informal* courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated.

4. **Admission.***

- 1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be furnished upon request. *It should, in every case, accompany the fee for a new course.*
- 2) All correspondence students are classified as *Regular* or *Special* students, according as they have or have not satisfied the requirements for entrance to one of the colleges or schools of the University.

* NOTE.—If the correspondence student comes to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (cf. the CIRCULAR OF INFORMATION OF THE COLLEGES).

5. Recognition for Work.

- 1) A certificate is granted for each correspondence course successfully completed.
- 2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions:
 - a) The applicant shall present a certificate for the work performed.
 - b) He shall pass an examination on the course at such time as is most convenient to himself and his instructor either at the University or, if elsewhere, under supervision which has been approved by his Dean.
 - c) Only those who receive a grade of A, B, or C will be regarded as having passed.
 - d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
 - e) See also Regulations 1, 2, and 5.

6. Regulations.

- 1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three quarters) in resident study at the University of Chicago, and secure credit for nine Majors of resident work.
- 2) A student may not do more than twelve of the thirty-six Majors of college work required for the *Bachelor's* degree, nor more than one of the three years of graduate work required for the *Doctor's* degree by correspondence. Correspondence courses cannot count directly toward the *Master's* degree, inasmuch as only one year and nine Majors of resident study (the minimum resident study requirement for any degree) is required for this degree.
- 3) The student will not be allowed to register for more than two correspondence courses at a time, except by consent of the Director of the University Extension Division.
- 4) A student may begin a correspondence course at any time in the year.
- 5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- 6) A student will be expected to complete any course *within one year from the end* (i. e., March 23, June 23, September 23, December 23) of that quarter in which he registers.

- 7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.
- 8) Extension of time will be granted: 1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, providing due notice is given the Secretary and the Instructor both at the beginning and the end of such resident study. 2) *For one full year from the date of expiration of the course*, if, on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [cf. § 6, 6)], providing (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.
- 9) During an instructor's vacation a substitute will, if possible, be provided.
- 10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- 11) No fees can be refunded on account of a student's inability to enter upon or continue a course.
- 12) The matriculation fee will not be refunded in any case.
- 13) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- 14) A student will be required to pay for but one Major of a Double Major (DMj) course (e. g., Course 1 in Greek, Latin, Plane Geometry, etc.,) at a time.
- 15) Ordinarily, a Major consists of forty, and a Minor of twenty written lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a *definite amount of work* [cf. § 3]; the number of lessons into which it is divided being incidental.
- 16) Courses announced as Majors cannot be taken as Minors.
- 17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on

the same subject taken in residence and will secure corresponding University credit [cf. § 5].

18) Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

- 1) All fees are payable in advance.
- 2) The matriculation fee is \$5.00 [cf. § 6, 10]]; the tuition fee for each Minor (M) is \$8.00 and for each Major (Mj) is \$16.00. The tuition fee includes payment for the instruction sheets received. Text-books must be purchased by the student.
- 3) The student is required to enclose postage for the return of the lesson-papers [cf. § 6, 13)].
- 4) All money should be sent by draft or money order, *not by cheque*, made payable to THE UNIVERSITY OF CHICAGO.

8. Method of Registration (Recapitulated).

- 1) File with the Secretary of the Correspondence-study Department a formal application for *each*

course desired. The required application blank will be furnished upon request [cf. § 4, 1)].

- 2) *Forward with the formal application the necessary fees:* (a) \$5.00 for matriculation, if not matriculated in the University [cf. § 6, 10]]; (b) \$8.00 for each Minor course, or \$16.00 for each Major course taken; (c) An additional fee for certain courses in Physics, Geology, Zoölogy, Botany, and Bacteriology.
- 3) A student registering for English Theological Seminary courses will pay \$3.00 for each course taken.
9. *Books, etc.* — Text-books, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application.
10. *Lecture-study.* — Attention is called to the special circular relative to lecture-study work which may be obtained upon application.

III. COURSES OF INSTRUCTION.

I. PHILOSOPHY.

1. Elementary Psychology.—This course takes up the general study of mental processes, such as memory, imagination and will. Its aim is to train the student to observe his own mind and the minds of others, and to study critically whatever he may read along psychological lines. It is introductory to all work in philosophy and pedagogy and is required of all candidates for the Bachelor's degree. Mj.

DR. TANNER.

2. Advanced Psychology.—This course is open only to those who have had the elementary course in psychology or its equivalent. It will consist in a comparison of at least two opposed standpoints in modern psychology. The student will prepare papers on various topics with a view 1) to mastering the authors, 2) to comparing, contrasting, and criticising them, and 3) to formulating original opinions. The books used and subjects discussed will vary with the preparation and aims of the individual student. Mj.

DR. MACMILLAN.

3. Ethics.—A series of introductory studies intended 1) to familiarize the student with the main aspects of ethical theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: (a) the nature of moral conduct, (b) the psychology of obligation, conscience, responsibility, and freedom, (c) an historical and critical study of the various standards of estimating conduct with special attention to Mill, Spencer, and Kant. Mj.

ASSISTANT PROFESSOR MOORE.

4. Introduction to Philosophy.—A detailed study of current philosophic problems such as: knowledge of the external world, the validity of thought, relation of the physical and the psychical, the meaning of truth and error, freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies. Mj.

ASSISTANT PROFESSOR MOORE.

5. Greek and Mediæval Philosophy.—This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study

of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato, and to Aristotle's *Ethics*. Mj.

PROFESSOR TUFTS.

6. Modern Philosophy.—Descartes to Hume, with special study given to Descartes' *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*. (Informal.) Mj.

PROFESSOR TUFTS.

7. Introduction to Kant.—Watson's *Selections* and Mahaffy and Bernard's editions of *The Critique of Pure Reason*, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's *Leibnitz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique* as found in Watson's *Selections*. (Informal.)

Prerequisite: *Course 6, or its equivalent.*

Mj.

PROFESSOR TUFTS.

8. Movements of Thought in the Nineteenth Century.—The course is a continuation of the history of Modern Philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will be necessarily superficial, touching only upon the important moments in the development of thought during this century. Mj.

ASSOCIATE PROFESSOR MEAD.

11. Educational Psychology.—A study of the bearing of some fundamental psychological processes such as Habit, Attention, Imagery, Emotion, Motor Impulses, etc., upon school work, suggesting, also, the

psychological basis of observation and interpretation of individual children. Also the psychological principles involved in the problems of "Recapitulation" and "Correlation" will receive attention. Mj.

ASSISTANT PROFESSOR MOORE.

12. The History of Education.—This course will make a study of the methods of those schools which have exerted a marked influence on the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not a part of the history of education, and will not be given special attention in this survey. Mj.

PROFESSOR YOUNG AND DR. DOPP.

13. Outline of the Progress of Educational Thought and Practice.

A.—HISTORY OF EDUCATIONAL THEORIES AND PRACTICES FROM THE TIME OF THE GREEKS TO THE RISE OF UNIVERSITIES. M.

***B.—EDUCATIONAL THOUGHT AND PROGRESS FROM THE THIRTEENTH TO THE EIGHTEENTH CENTURIES, INCLUSIVE.** M.

***C.—EDUCATION IN THE NINETEENTH CENTURY—ITS FUNDAMENTAL PRINCIPLES, ITS ORGANIZATION, AND RELATION TO SOCIAL LIFE.** M.

Each of the courses, **A, B, C**, is complete in itself, and may be treated as such, yet to obtain a comprehensive view of the progress of educational effort, the courses ought to be taken in the order indicated. The aim in all these is to make the student acquainted with the educational aims and practices of the past and with the most important educational classics; and thus to enable him to obtain a foundation for the criticism of present theories and practices in the light of their historical evolution, and incidentally to acquire many rules for guidance in the actual work of teaching. Certain works representative of each period will be carefully studied.

ASSISTANT PROFESSOR LOCKE.

14. A Comparative Study of the School Systems of Germany, England, and the United States.—The course will trace the historical development of the existing systems of elementary and secondary education, with especial emphasis upon the characteristic

ideals that have differentiated them, and upon present tendencies.

Mj.

PROFESSOR BUTLER.

15. Philosophy of Education.—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects, which to some degree has been worked out in the Dewey Elementary School. It can be taken to advantage only by those with considerable maturity and some range of practical experience. The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. MacMillan receives and corrects all exercises. Mj.

PROFESSOR DEWEY AND DR. MACMILLAN.

16. Froebel as an Educator.—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child-psychology as illustrated in the *Mother Play Book*. Mj.

MISS VANDEWALKER.

17. The Method of Some Subjects in the Elementary School Curriculum.—This course will first consider questions pertaining to study and the recitation. It will then take up somewhat in detail subject-matter and its method in 1) History, 2) Mathematics, 3) Language. M.

PROFESSOR YOUNG AND DR. DOPP.

18. General Course in Child-Study.—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relating to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject. Mj.

MR. SMEDLEY.

19. Special Problems in Child-Study.—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth,

* This course will not be given during 1902-3.

sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children, and should have opportunities to consult special books and articles upon which the work will be largely based.

(Informal.) Mj.
MR. SMEDLEY.

20. The Practice and Organization of Education as Teaching.—The general aim of this course is to enable teachers who are now at work, and who have an interest in their profession, to acquaint themselves with the aims of teaching and to study the problems connected therewith. It is essentially for those who desire to keep abreast of modern educational thought and practice.

Mj.
ASSISTANT PROFESSOR LOCKE.

II. POLITICAL ECONOMY.

1. The Principles of Political Economy.

A.—This course is designed to acquaint the student with economic principles, and to develop the power and habit of logical thinking upon economic questions. It is based upon John Stuart Mill's *Principles of Political Economy*. Mj.

B.—A continuation of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for special courses in economics. Cairne's *Some Leading Principles of Political Economy Newly Expounded*, and Marshall's *Principles of Economics* are used.

Mj.
ASSISTANT PROFESSOR HOWERTH.

2. Socialism.—A study of the history and theory of socialism and its bearing upon present social conditions. It may be pursued with profit by anyone who is interested in modern social questions. (Informal.)

Mj.
ASSISTANT PROFESSOR HOWERTH.

3. Tariff History of the United States.—The industrial tariffs from 1780-1824, the political tariffs from 1826-1846, the revenue tariffs from 1857-1867, and the protective tariff since that date will be studied with special reference to the conditions, economic and political, which gave rise to them. A principal aim of the course will be to determine which of the several arguments advanced for and against protection our experience has proved to be valid. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

4. Railway Transportation.—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation, especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

5. Banking.—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made, with special attention to the manner in which each meets the problems of currency (coin, note, and deposit) reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards will be subjects of special study. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj.
ASSISTANT PROFESSOR HATFIELD.

2. American Constitutional Law.—This course will examine the leading principles established by the decisions of the Supreme Court. Study will be made of selected cases, supplemented by readings in some of the commentaries.

Mj.
ASSISTANT PROFESSOR HATFIELD.

3. Comparative Politics.—This course will make a comparative study of the constitutional forms in Great Britain, France, Germany, Switzerland, and the United States.

Mj.
ASSISTANT PROFESSOR HATFIELD.

IV. HISTORY.

ACADEMY.

1. Greek History.—This includes a general narrative and descriptive history of Greece to the Roman conquest, with a brief introductory sketch of the Oriental nations that especially influenced Greek civilization.

M.

MISS KNOX.

2. Roman History.—This course aims to give the student a general view of Roman history from the early Republic to the establishment of the later Empire in the fourth century, and pays special attention to the government and institutions of the latter as a basis for an intelligent study of the Mediæval period.

M.

MISS KNOX.

COLLEGE.

***3. History of Antiquity to the Fall of the Persian Empire.**—In this course the history of the nations of the ancient East—Babylonia, Egypt, Assyria, Syria, Israel, etc.—is studied in its development from the beginnings of organized political life to the fall of the World Empire of Persia. A large amount of reading is expected of students.

Mj.

PROFESSOR GOODSPEED.

4. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it.

Mj.

PROFESSOR GOODSPEED.

5. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied.

Mj.

MISS KNOX.

6. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation, the struggle between king and parliament, English society and civilization, colonial expansion and the growth of democracy in the nineteenth century.

Mj.

MISS KNOX.

7. Outline History of Mediæval Europe (350-1500). The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between these two, Mohammed and his religion, the crusades, the rise of nationalities, mediæval institutions, and the Renaissance will be studied

Mj.

MISS KNOX.

*Registrations will be accepted after October 1, 1892.

8. The Feudal Age (814-1217).—The chief topics considered are the break-up of the Carlovingian empire; the upgrowth of feudalism; the invasions of the Northmen and Hungarians in western Europe; the conflict of the empire and papacy for universal sovereignty; the history of Germany and Italy under Saxon, Franconian, and Hohenstaufen; the beginnings of English constitutional development; the rise of the French monarchy; and the Mohammedan conquests in the east, culminating in the Crusades.

Mj.

DR. THOMPSON.

9. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period.

Mj.

MISS KNOX.

10. Outline History of Modern Europe (1517-1825). The principal topics treated are: the Reformation, the religious wars, the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles and upon causes and effects.

Mj.

MISS KNOX.

11. The French Revolution and the Era of Napoleon. The ground will be cleared for the history of the period by a careful study of the institutions of the Old Régime, in which the remoter causes of the Revolution will be discovered. A consideration of the more immediate causes and the attempts at reform will introduce the Estates General. The Revolution ran through three periods which answer to the National Assembly, the Legislative Assembly and the Convention, to the extreme of a Red Democracy. Three more periods, corresponding to the Directory, the Consulate and the Empire see France return to a military absolutism under Napoleon. The greatest emphasis will be laid upon the institutional changes induced by the French Revolution and attempt will be made to show the constructive work of the Revolution and of Napoleon. Its importance as one of the greatest generic events of the world's history will give the course a significance wider than France alone. It is desirable that the student be familiar with the outlines of Modern European History.

Mj.

DR. THOMPSON.

12. Europe in the Nineteenth Century (1815-1900).—The history of the reconstruction of Europe from 1815 to 1830, the struggle of the nations for popular government in France, Germany and Italy, the "Wonderful Days of '48," the influence of war in the reconstruction of Europe, the realization of national monarchy in Germany and Italy, the formation of the French Republic, and the politics and problems of Europe from 1870 to the present are treated. It is desirable that the student be familiar with the outlines of Modern European History, or the French Revolution.

Mj.

DR. THOMPSON.

13. Outline History of Civilization.—Beginning with the history of Greece, the course will follow the various phases of development through Roman history, the Mediæval period, and the Renaissance till close upon the French Revolution. The study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history, 2) social life as it is shown in the family relations and the attitude of the classes toward each other, 3) economic progress, particularly with regard to cultivation, commerce, and communication, 4) higher culture and art. Acquaintance with the facts of history is presupposed. The student should have access to a well-equipped historical library.

Mj.

DR. WERGELAND.

14. Outline History of the United States from Colonization to the Present Time.—This course corresponds to Course 3 given resident students at the University. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history.

Mj.

MISS KNOX.

15. Period of Discovery and Exploration in America.—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study.

M.

MISS KNOX.

16. Colonial Period and the War of the Revolution (1492-1783).—After a brief survey of the early settle-

ments by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies.

Mj.

MISS KNOX.

17. Social Life in the American Colonies.—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading.

M.

ASSOCIATE PROFESSOR SHEPARDSON.

18. Political History of the United States Under the Articles of Confederation.—A study of the nature of the government established by the articles, reasons for adopting the system, how it worked, causes of its failure, attempts to amend and final overthrow.

M.

MISS KNOX.

19. Political History of the United States during the Period of Dominant Foreign Politics (1789-1817).—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government.

M.

MISS KNOX.

20. United States from 1817-1861.—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question.

M.

MISS KNOX.

21. Problems of the Civil War and the Reconstruction Period (1861-1881).—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed.

Mj.

ASSOCIATE PROFESSOR SHEPARDSON.

22. Territorial Growth of the United States.—A course requiring investigation into the geography of the United States, tracing the successive additions to our territory from the beginning of the Government down to the purchase of Alaska. This course requires access to a well-selected library, and demands much original investigation. (Informal.)

M.

ASSOCIATE PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. **Introduction to Sociology.**—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; and social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student. Mj.

PROFESSOR HENDERSON AND MR. KIMBLE.

2. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

3. **A Study of Charities and Corrections.**—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems. Mj.

PROFESSOR HENDERSON.

4. **A Century in the Development of English Social Philosophy.**—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal.) Mj.

PROFESSOR ZUEBLIN.

5. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj.

PROFESSOR ZUEBLIN.

6. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal.) Mj.

ASSOCIATE PROFESSOR VINCENT.

7. **Urban Life in the United States.**—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and Continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. (Informal.) Mj.

ASSOCIATE PROFESSOR VINCENT.

ANTHROPOLOGY.

8. **Origin of Social Institutions.**—Treats of association in the tribal stage of society; the origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions, and the ethnological and anthropological basis of sociology. (Informal.) Mj.

ASSOCIATE PROFESSOR THOMAS.

SANITARY SCIENCE.

9. **Foods.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in dietaries from an economic and physiological standpoint. Mj.

ASSOCIATE PROFESSOR TALBOT

AND MRS. RAYCROFT.

10. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj.

ASSOCIATE PROFESSOR TALBOT

AND MRS. RAYCROFT.

VII. COMPARATIVE RELIGION.

1. **Introduction to the History of Religion.**—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various

religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject.

Mj.

PROFESSOR GOODSPEED
AND DR. CONARD.

2. Comparative Theology: The Idea of God—This is a cursory study of the idea of God as seen in primitive myth and cult and in the religious rites and literature of the chief historic religions. It should be preceded by Course 1.

Mj.

PROFESSOR GOODSPEED
AND DR. CONARD.

VIII. THE SEMITIC LANGUAGES AND LITERATURES.

1. Elementary Hebrew.—Includes the mastery of the Hebrew of Genesis chaps. 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words.

M.

DR. MORGAN.

2. Intermediate Hebrew.—Includes the critical study of Genesis chaps. 4-8, with a review of Genesis chaps. 1-3, the more rapid reading of fourteen chapters in I Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words.

M.

DR. MORGAN.

3. Exodus and Hebrew Grammar.—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew.

M.

DR. MORGAN.

4. Haggai, Zechariah, and Malachi.—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words.

M.

DR. MORGAN.

5. Elementary Arabic.

Mj.

PROFESSOR SANDERS.

6. Elementary Assyrian.—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform

signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite.

M.

PROFESSOR BERRY.

7. Intermediate Assyrian.—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use.

M.

PROFESSOR BERRY.

8. Elementary Egyptian.—Study of 1) the speech of Thutmosis I. to the priests of Abydos, 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period.

M.

ASSOCIATE PROFESSOR BREASTED.

President Harper offers instruction by informal correspondence in Hebrew.

IX. BIBLICAL AND PATRISTIC GREEK.

1. Elementary New Testament Greek.—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language.

M.

DR. GOODSPEED.

2. Intermediate New Testament Greek.—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax.

M.

DR. GOODSPEED.

3. Advanced New Testament Greek.—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek as regards the verb, and an historical and linguistic study of the entire Book of Acts. Forty lessons.

M.

ASSISTANT PROFESSOR VOTAW.

4. New Testament Times in Palestine.—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.

PROFESSOR MATHEWS.

5. Constructive Studies in the Life of Christ.—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way; especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. The work is based on Burton and Mathews' *Constructive Studies in the Life of Christ*. Mj.

PROFESSOR MATHEWS.

6. Research Course in the Life of Christ.—A course designed to follow Course 4, or an equivalent study of the Life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the Gospel history, such as the origin and characteristics of the gospels, the development of the religious and Messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M.

ASSISTANT PROFESSOR VOTAW.

7. The Parables of Jesus.—Their characteristics; principles of interpretation; interpretation of a limited number. (Informal.) M.

PROFESSOR MATHEWS.

8. Social Teachings of Jesus.—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. Mj.

PROFESSOR MATHEWS.

9. Historical Study of the Book of Acts.—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal.) Mj.

PROFESSOR MATHEWS.

10. History of the Apostolic Age.—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal.) Mj.

PROFESSOR MATHEWS.

11. Life of the Apostle Paul, and Introduction to the Pauline Epistles.—The work in this course is done on

the basis of a handbook, prepared by the instructor, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. (Informal.) Mj.

PROFESSOR BURTON.

12. The Epistle to the Galatians.—Introduction, analysis and interpretation of selected passages. (Informal.) M.

PROFESSOR BURTON.

13. The Epistle to the Ephesians.—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal.) Mj.

PROFESSOR MATHEWS.

14. Quotations from the Old Testament in the Gospels.—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. (Informal.) M.

PROFESSOR BURTON.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. Elementary Sanskrit.—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading of the course covers that portion of the Nala-episode which is included in the Reader and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. Mj.

PROFESSOR BUCK AND DR. MEYER.

The instructors will suggest reading for further work in Sanskrit or Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. Elementary Greek.—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning. DMj.

ASSISTANT PROFESSOR BRONSON.

2. Xenophon: *Anabasis*.

A.—*Bks. II-III*.—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight. Mj.

B.—*Bks. IV-V*.—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities. Mj.

ASSISTANT PROFESSOR BRONSON.

3. Homer: *Iliad*.

A.—*Bks. I-III*.—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax. Mj.

B.—*Bks. IV-VI*.—In this course the literary features of Homeric study are emphasized.

Mj.

DR. WOLCOTT.

COLLEGE.

4. Xenophon: *Memorabilia*; Plato: *Apology and Crito*; Exercises in the Writing of Greek.—This course is the first of the required college courses in Greek. It includes 1) a brief review of the grammar, 2) practice in prose composition, 3) a study of the life and teachings of Socrates based on the accounts of his two most distinguished pupils, and 4) an introduction to the writings of Plato. Mj.

DR. WOLCOTT.

5. Homer: *Odyssey*.—The object of this course is to develop the power of appreciating Homer as literature. Nine books, including the Phaeacian episode, are read. Mj.

DR. WOLCOTT.

6. Herodotus: *Historiae*, *Bks. VI-VII*.—In this course particular attention is paid to the language and style of the author as well as to the historical importance of the events narrated. Mj.

DR. WOLCOTT.

7. Advanced Prose Composition.—The work is based on Higley's *Exercises in Prose Composition*, or some other book of equal rank to be agreed upon by student and instructor. Mj.

DR. WOLCOTT.

8. Demosthenes: *Philippics* and *Lysias*.—An introduction to the study of the Attic orators. Mj.

DR. WOLCOTT.

9. Demosthenes: *De Corona*.—A study, chiefly literary, of this masterpiece of Attic oratory. Mj.

DR. WOLCOTT.

10. Introduction to the Greek Drama.—This course includes careful reading and interpretation of the *Clouds* or *Frogs* of Aristophanes and the *Alcestis* of Euripides, together with a study of the principal characteristics of the Greek drama and theater. Mj.

DR. WOLCOTT.

Members of the Greek Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. Elementary Latin.—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of Cæsar's *De Bello Gallico* is used from the beginning. Two consecutive Majors. DMj.

MISS PELLETT.

2. Cæsar: *De Bello Gallico*.

A.—*Bk. II*.—This course is intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.

B.—*Bks. III-IV*.—Continues the above. The more difficult Cæsarian constructions are carefully studied. Mj.

C.—*Bk. I*.—Based on the latter part of Book I, the war with Arioistus. Special attention is given to the subject of Indirect Discourse. M.

MISS PELLETT.

3. Viri Romæ.—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. Open to those who have completed Course 1 or its equivalent. M.

MISS PELLETT.

4. Nepos.—(See Course 5.)

M.

MISS PELLETT.

5. Cicero: *Orationes*.

A.—*In Catilinam, I-IV*.—This course includes translation, a review of forms and of more difficult constructions, exercises in Latin composition based upon the portion of text assigned in each lesson, and the history of the period. Mj.

B.—*Pro Lege Manilia* and *Pro Archia*.—Continues A and includes a careful study of the literary style of

Cicero, of all historical references, and exercises in Latin composition based upon the portion of text assigned in each lesson. Especial attention is given to translating into good English. Mj.

MISS PELLETT.

6. *Virgil: Aeneid.*

A.—*Bks. I-II.*—This course includes a study of prosody, word derivation, poetical constructions, and the more common rhetorical figures. Mj.

B.—*Bks. III-VI.*—Continues A and lays emphasis upon elegance of translation, the mythology, and the literary style of Virgil. Mj.

MISS PELLETT.

7. **Selections from Roman Writers.**—This course will be of advantage to those who wish to become acquainted with the style of different Roman writers.

Mj.

MISS PELLETT.

8. **Prose Composition based on Cæsar.**—This course affords 1) practice in writing in Latin connected passages based on Cæsar, 2) a thorough review of grammatical forms and constructions, 3) a careful study of synonyms. As the course is informal especial attention may be given to any subject in which the student is deficient. M.

MISS PELLETT.

9. **Prose Composition based on Cicero.**—(See Course 8). M.

MISS PELLETT.

COLLEGE.

10. **Roman Political Institutions.**—A topical survey, both historical and descriptive, of the magistracies, senate, popular assemblies, courts, and Roman provincial administration under the Republic. The course is based on Abbott's *Roman Political Institutions*, and is intended primarily for teachers of Latin and Political Science. Mj.

DR. WOLCOTT.

11. **Advanced Prose Composition.**—A Latin text is selected and the exercises are graded according to the ability of the student. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal.) Mj.

ASSOCIATE PROFESSOR MILLER.

*This course will not be offered during 1902-3.

12. **Cicero: De Senectute.**—The entire essay is read with studies in syntax and exercises in Latin composition based upon the text of each lesson. M.

MISS PELLETT.

13. **Livy.**—The twenty-first book and a large part of the twenty-second are read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned in each lesson. Mj.

DR. WOLCOTT.

14. **Tacitus: Agricola and Germania.**—In the readings of these works, both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj.

DR. WOLCOTT.

15. **Terence: Phormio.**—This play, as a specimen of the highest development of Roman Comedy, is carefully studied with regard to models, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. M.

DR. WOLCOTT.

16. **Horace: Odes, Books I-III.**—This course includes; commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.

ASSOCIATE PROFESSOR MILLER.

17. **Horace: Satires.**—The principal Satires are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj.

DR. WOLCOTT.

18. **Cicero: Epistulae.**—The political letters will be studied, special attention being paid to the periods 61-57, 50-49, and 44-43. Special topics connected with the periods mentioned will be assigned from time to time. Mj.

DR. CLEMENT.

*19. **Ovid.**—Selections from the *Epistulae*, *Amores*, *Fasti*, *Metamorphoses*, and *Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.

ASSOCIATE PROFESSOR MILLER.

*20. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero, *Tusculan Disputations I*, *De Senectute*, *De Amicitia*, *Epistulae*; Virgil, *Aeneid*, Book VI; Horace, *Selected Odes*; Ovid, Seneca, Persius, etc. (Informal.) Mj.

ASSOCIATE PROFESSOR MILLER.

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. Elementary French.

A.—This course is designed to acquaint the student with the essentials of French grammar, to enable him to turn short English sentences into idiomatic French, and to translate easy French at sight. Mj.

B.—This continues, reviews and extends the work on French verbs, studies inductively the French grammar, and affords practice in French composition. Several short stories, a modern novel, and a text of modern history will be read in A and B together, and will form the basis of the grammatical work.

A and B constitute a double Major. Provisional credit will be given when A is finished. It will be made permanent when B is passed. Mj.

DR. NEFF.

2. **Intermediate French.**—This is largely a language and drill course and is intended to extend and complete the preceding course. These three Majors offer the minimum amount of French required of all candidates for the Bachelor's degree. The work includes the reading of modern short stories and comedies, practice in composition and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Mj.

DR. NEFF.

3. **French Composition.**—This course is intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating, but in composing in French. The subjects, like the assigned readings, are chosen to suit the special interests of the student. (Informal.) Mj.

ASSISTANT PROFESSOR INGRES.

4. **Outline History of French Literature.**—This course traces the history of French literature from its origin to the present day, bringing out the great currents in their relation to each other. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. The course will thus at the same time be one in advanced composition. It is conducted entirely in French. (Informal.)

Prerequisite: *Course 3 or its equivalent.* Mj.

ASSISTANT PROFESSOR INGRES.

5. **Fables of La Fontaine.**—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it, 2) an introduction to seventeenth century social and political life, 3) an appreciation of La Fontaine as a man, a poet and a satirist.

Prerequisite: *Course 4 or its equivalent.* Mj.

MISS WALLACE AND MR. WILLIAMSON.

6. **The Comedies of Molière.**—The course will include a study of the life of the author, his influence on the theater, with intensive study of a few of his plays, and rapid reading of others, as well as selections from Molière's predecessors and imitators. Although this is primarily a literary course, comparison will be made between the language of Molière and that of today, and the more unusual constructions will receive consideration. The work will be conducted partly in English and partly in French, or wholly in French, at the option of the student.

Prerequisite: *Course 4 or its equivalent.* Mj.

DR. NEFF.

7. **Special Studies in French Literature.**—Opportunity is afforded for studying a literary period or movement, an author or a school; for example, *French Epical Literature*, *Pedagogy in French Literature*, *French Historians*, *Le Siècle de Louis Quatorze*, *The Philosophers*, *The Literary Movement during the Nineteenth Century*, *Voltaire*, *Balzac*, *Modern Poetry*, *Dramatic Literature*, *Minor Poets*, etc. The subject of study and the written work required will be pre-arranged in each individual case. When University credit is desired the course will be made to correspond with one of the courses regularly offered by the Romance Department. The work is conducted entirely in French. (Informal.)

Prerequisite: *Courses 3 and 4 or their equivalent.* Mj.

ASSISTANT PROFESSOR INGRES.

*This course will not be offered during 1902-3.

8. **Readings in Old French Literature.**—A general introduction to the older language and literature. Morphology is treated only so far as it is required for intelligent reading. Text-books: Darmesteter, *Cours de Grammaire historique de langue française*; either Toynbee's *Specimens of Old French* (Clarendon Press), or Constans, *Chrestomathie de l'ancien français*. (Informal.)

Mj.

ASSOCIATE PROFESSOR JENKINS.

9. **Elementary Spanish.**—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish.

Mj.

MR. HOBLIT.

10. **Modern Spanish Novels and Dramas.**—Reading of Bretón, *La Independencia*; Caballero, *La Familia de Alvareda*; Valdes, *José*, with composition based on the texts.

Prerequisite: *Course 9 or its equivalent.* Mj.

MR. HOBLIT.

11. **Spanish Prose Composition.**—The aim of this course is to give the student practical use of Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. *It carries no credit.*

Prerequisite: *Course 9 or its equivalent.* Mj.

MR. HOBLIT.

12. **Don Quixote.**—Critical reading of the first twenty-five chapters of *Don Quixote*. The life of Cervantes, the peculiarities of syntax, style, and diction as compared with modern Spanish, will be studied, and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author to do so.

Prerequisite: *Courses 9 and 10 or their equivalent.* Mj.

MR. HOBLIT.

13. **Old Spanish Readings.**—Interpretation of selections from Keller, *Altspanisches Lesebuch*.

Mj.

ASSOCIATE PROFESSOR PIETSCH.

14. **Elementary Italian.**—The aim of this course is to ground the student in the essential grammar of the language, and to equip him with a vocabulary which will enable him to read simple Italian prose. An accented text will be used in order that the student may acquire correct pronunciation.

Mj.

ASSISTANT PROFESSOR HOWLAND.

15. **Advanced Italian.**—Advanced courses in Italian will be arranged suited to the student's purposes and advancement. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.)

Mj.

ASSISTANT PROFESSOR HOWLAND.

16. **Studies in Italian Literature.**—Planned to give the student help in special lines of work.

Mj.

DR. CIPRIANI.

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Old French Philology and Literature*, *Victor Hugo*, *French Literature of the Nineteenth Century*, *Contemporaneous French Literature*, etc.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. **Elementary German.**

A.—This course aims to ground the student in the essentials of German grammar, through the reading of easy idiomatic German, and by translating easy idiomatic English into German. Special attention is given to the construction of the article, noun, and adjective.

Mj.

B.—This briefly reviews the essentials of A, and extends the work on English and German exercises, with special reference to the pronoun and the verb.

In both courses graded German stories are read and further composition based upon the text is required. Constant attention is also given to German-English cognates.

Mj.

DR. SCHUB.

2. **Intermediate German.**—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to produce in German what he has read. In the composition work emphasis will be laid upon word order and sentence structure, the knowledge of which is essential to the proper appreciation of the language.

Mj.

DR. SCHÜTZE.

3. **Intermediate Prose Composition.**—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom.

Mj.

ASSISTANT PROFESSOR KERN.

4. German Idioms and Synonyms.—This course comprises the study of 1) the peculiar method of word formation, 2) grammatical idioms, 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course will be helpful to all who aim to be independent in their use of the language.

Mj.

DR. SCHUB.

5. Modern German Dramas.—This is primarily a reading course corresponding to Course 5, in residence—“Modern German Comedies.” It aims at the acquisition of the foundations of idiomatic German on the basis of the language of the dramas read. A short theme in German on a subject chosen from the reading is required with each lesson.

Mj.

DR. SCHÜTZE.

6. Deutsche Aufsätze und Stilübungen.—Theme writing. Of especial value to teachers. (Informal.)

Mj.

PROFESSOR CUTTING.

7. Outline Study of German Literature.—The chief aim of this course is to acquaint the student with the most important movements in the evolution of German literary life. Koch: *Geschichte der deutschen Litteratur* (Sammlung Göschen) is used as a basis of study.

Mj.

ASSOCIATE PROFESSOR VON KLENZE.

8. Goethe's Lyric Poetry as an Exponent of His Life.—No writer so minutely reflects his moral and intellectual growth in his lyric poetry as does Goethe. A chronological study of his lyrics affords, therefore, a subtle appreciation of his whole individuality.

Mj.

ASSOCIATE PROFESSOR VON KLENZE.

9. Goethe: Faust.—This is chiefly a literary course, and comprises 1) a brief study of related legends, together with a rapid survey of the historic background and a closer consideration of the historic Doctor Faustus, and the subject-matter and sources of the first Faust-book, 2) the development of the legend as shown in the later Faust-books, the Faust-dramas, and puppet-plays, 3) the new conception of the character of *Faust* as first set forth by Lessing and later adopted by Goethe, 4) Goethe's *Faust*, Part I and Part II; the reading of the work; its genesis and development; its literary interpretation. This course is necessarily a chief exponent of the poet's life, since *Faust* shows the important steps in the development of Goethe's conception of poetic art.

DMj.

DR. SCHUB.

10. Grillparzer: Dramas.—All of Grillparzer's important dramas will be read. Essays in German, based on the principal literature on the subject, discussing the history of the dramas, their genesis, their bearing upon Grillparzer's life and development as a poet, and problems of literary aesthetics will be required.

(Unless at least five apply this course will not be given.)

DMj.

DR. SCHÜTZE.

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Gothic*, *Old High German*, *Germanic Phonology*, *Schiller*, *Wallenstein*, and *Heine*.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC.

ACADEMY.

1. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It will consist of exercises based upon the study of a prescribed text-book, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in *practical composition*.

Mj.

MR. MARSH.

2. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements for admission to college in English literature. The aim is to make it valuable not only to students preparing for admission to college but to all teachers of English in preparatory schools. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5.00 for that year.]

Mj.

MRS. MACCLINTOCK.

COLLEGE.

3. English I.—This course is designed to be a full equivalent of English 1 (the *first* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical

knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction. Mj.

MR. MARSH.

4. English III.—This course is designed to be a full equivalent of English 3 (the *second* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims 1) to give training in structure, and (2) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends, the emphasis of the course will be laid on exposition and argumentation, text-books will be required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I or by submitting to the instructor an original exposition or argument showing ability. Mj.

MRS. FLINT.

5. English IV.—The work in this course will consist in the preparation of nine long themes, each, roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student will be expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by the permission of the instructor, devote his main effort to the division in which he is most interested. Instruction in the course will be personal, not general. Admission may be obtained in one of two ways, 1) by passing creditably English I and English III; 2) by submitting to the instructor a manuscript showing literary ability. *This course carries no credit.* The fee is \$16. MRS. FLINT.

6. English V.—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—*e. g.*, the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writ-

ing, which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above-mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. *This course carries no credit.* The fee is \$16.

MRS. FLINT.

7. Masterpieces of English Literature.—A series of literary masterpieces from Chaucer to Tennyson, accompanied by an outline history of English literature. The course is designed as a full college introduction to the critical study of English literature. Mj.

MRS. MACCLINTOCK.

8. Studies in Shakespeare.—The following plays: *As You Like It*, *King Richard III.*, *Macbeth*, *Hamlet*, *King Lear*, and *The Tempest*, are given for close critical study with special emphasis upon the interpretation of plot and character.

Prerequisite: *Course 7 or its equivalent.* Mj.
MRS. MACCLINTOCK.

9. Shakespeare: Typical Plays.—The underlying conception or central idea of this course is the development of Shakespeare's mind and art. His plays are regarded as an organic whole, forming the stages in a continuous mental growth—a progressive revelation of their author's genius and the great variety of his powers. To this end the following plays, typical of the various periods in his life as artist, are critically studied in their literary aspect and in the order of their creation: *Henry IV.*, *As You Like It*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. For purposes of comparison the student is required to read also: *The Two Gentlemen of Verona*, *Richard III.*, and *Romeo and Juliet*. Some attention is given incidentally to the history of Shakespeare's laughter—the comic as conceived by the dramatist at the different periods of his life—as throwing light on the growth of his character, intellect, and moral nature. Mj.

ASSISTANT PROFESSOR TROOP.

10. **The Comedies of Shakespeare.**—The course will consist of studies in *A Midsummer Night's Dream*, *As You Like It*, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure, characterization. M.

ASSISTANT PROFESSOR TOLMAN.

11. **The Tragedies of Shakespeare.**—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy, M.

ASSISTANT PROFESSOR TOLMAN.

12. **Shakespeare: Julius Caesar.**—This course is intended for any who wish to study a single tragedy with great thoroughness. Tolman's edition of *Julius Caesar* is the prescribed text. M.

ASSISTANT PROFESSOR TOLMAN.

13. **English Literature of the Classical Period (1660-1740).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. M.

ASSISTANT PROFESSOR REYNOLDS.

14. **English Literature of the Age of Johnson (1740-1798).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the dominant literary species. Especial stress on this period as one of transition from Classicism to Romanticism. M.

ASSISTANT PROFESSOR REYNOLDS.

15. **English Romantic Poets of the Early Nineteenth Century.**—An advanced undergraduate study of typical selections from Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: *Course 7 or its equivalent.* M.

ASSISTANT PROFESSOR REYNOLDS.

16. **English Literature from 1832 to 1892.**—Primarily a reading course corresponding to English 48 in residence. The aim of the course is 1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period; and 2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings, Clough, Arnold, Rossetti, Morris, and Swinburne among the poets; Thackeray, Dickens, Charlotte

Bronté, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, and Stevenson among the essayists.

Prerequisite: *Course 7 (Univ. 40) or its equivalent.* M.
MR. MARSH.

17. **Studies in the Works of Robert Browning.** M.
DR. TRIGGS OR MISS RADFORD.

18. **Studies in the Poetry of Tennyson.** M.
MISS RADFORD.

19. **Studies in the Works of Walt Whitman.** M.
DR. TRIGGS.

20. **English Essayists of the Nineteenth Century.**—An advanced undergraduate study of six essayists, including a brief preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon typical essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. The method of study is the biographical and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature with the forces of social life. Mj.

ASSISTANT PROFESSOR TROOP.

21. **English Novelists of the Nineteenth Century.**—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret the several fictions as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, a review of the Romantic movement, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj.

ASSISTANT PROFESSOR TROOP.

22. **American Literature: The Renaissance of New England.**—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, unitarianism, transcendentalism, and reform—are incidentally examined in so far as they affected or were affected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj.

ASSISTANT PROFESSOR TROOP.

23. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: George Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Sudermann's *The Wish*, Wilkins's *Pembroke*. Mj.

MISS RADFORD.

24. **Types of the Modern Drama.**—A study of ten modern dramas: Tennyson's *Harold*, Browning's *A Blot in the Scutcheon*, Swinburne's *Atalanta in Calydon*, Maeterlinck's *The Blind*, Wagner's *Tannhäuser*, Hauptmann's *Sunken Bell*, Sudermann's *Magda*, Rostand's *Cyrano de Bergerac*, Shaw's *You Never Can Tell*, Ibsen's *Brand*. Mj.

DR. TRIGGS.

25. **The Short Story in English and American Literature.**—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Poe, Hawthorne, Dickens, Stevenson, Kipling, Hardy, and others, in comparison, so far as may be possible, with the work of recent French masters of the short story—Daudet, De Maupassant, and others. The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj.

MR. MARSH.

GRADUATE.

26. **Beginning Old English.** (Informal.) Mj.
ASSOCIATE PROFESSOR BLACKBURN.

27. **A Study of the Beowulf.**—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. (Informal.) Mj.

MRS. MACCLINTOCK.

28. **The Beginnings of the English Romantic Movement.**—This course is a study of movements in English literature from 1725-1775. It is open only to graduate students who have taken advanced studies in English literature, either before or since leaving college. It will trace the gradual decay of the older Classical school and the appearance of the new Romantic tendencies of the Eighteenth Century—tendencies which finally produced the work of Burns, Cowper, Wordsworth, Coleridge, Shelley, Keats, Byron, etc. The

course will serve as a training in literary investigation by sending students to original sources and expecting from them serious independent study. Mj.

PROFESSOR MACCLINTOCK.

29. **Studies in Fiction.**—This course is designed as a systematic and comprehensive introduction to the study of prose fiction, discussing the elements: plot, characterization, narrative and description, dialogue, background, etc. The work will be based upon and illustrated from a body of selected masterpieces of English fiction, to be read carefully by the student. Mj.

PROFESSOR MACCLINTOCK.

Associate Professor Blackburn offers instruction by informal correspondence to any one desiring advanced work in Old English.

XVII. MATHEMATICS.

ACADEMY.

1. **Elementary Algebra.**—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

2. **Plane Geometry.**—Wells's *Plane Geometry* (New Edition). Two consecutive Majors. DMj.

ASSISTANT PROFESSOR HOOVER.

3. **Solid Geometry.**—Wentworth's (Revised) *Solid Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. **College Algebra.**—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

5. **Plane Trigonometry.**—Bowser's *Treatise on Plane Trigonometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

6. **Special Trigonometry.**—Casey's *Plane Trigonometry* or Chauvenet's *Plane and Spherical Trigonometry*. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

7. **Theory of Equations.**—Todhunter's *Theory of Equations*. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

8. **Analytic Geometry.**—Bowser's *Elements of Analytical Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

9. **Calculus.**—Osborne's *Differential and Integral Calculus*. Two consecutive Majors. DMj.
ASSISTANT PROFESSOR HOOVER.

10. **Advanced Calculus.**—Byerly's *Differential and Integral Calculus*. Two consecutive Majors. (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

11. **Advanced Theory of Equations.**—Burnside and Panton's *Theory of Equations*, third edition. Two consecutive Majors. (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

GRADUATE.

12. **Advanced Analytic Geometry.**—Loney's *Coördinate Geometry*, or C. Smith's *Conic Sections*, or Whitworth's *Modern Analytical Geometry* (Trilinears, etc.), or Salmon's *Conic Sections*. (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

13. **Solid Analytical Geometry.**—C. Smith's *Solid Geometry* (Mj.), Frost's *Solid Analytical Geometry* (DMj.), or Salmon's *Geometry of Three Dimensions* (DMj.). (Informal.)
ASSISTANT PROFESSOR HOOVER.

14. **Analytical Statics.**—Todhunter's *Statics* (Mj.), Minchin's *Statics* (DMj.), or Routh's *Statics* (DMj.). (Informal.)
ASSISTANT PROFESSOR HOOVER.

ASSISTANT PROFESSOR HOOVER.

15. **Differential Equations.**—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. Two consecutive Majors. (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

16. **Dynamics of a Particle.**—Tait and Steele's *Dynamics of a Particle*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

17. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

18. **Advanced Analytical Mechanics.**—Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) Two consecutive Majors. (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

19. **Twisted Curves and Surfaces.**—Differential Geometry. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

20. **Projective Geometry.**—Reye's *Geometrie der Lage*. (Informal.) Mj.
PROFESSOR MOORE.

21. **Modern Analytic Geometry.**—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj.
PROFESSOR MOORE.

22. **Analysis.**—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal.) 4 Majors.
PROFESSOR MOORE.

23. **Theory of Functions of a Complex Variable.** Burkhardt's *Einführung in die Theorie der Analytischen Functionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal.) DMj.
PROFESSOR MOORE.

24. **Elliptic Functions.**—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*, (Informal.) DMj.
PROFESSOR MOORE.

25. **Algebra.**—Weber's *Lehrbuch der Algebra*. (Informal.) DMj.
PROFESSOR MOORE.

26. **Numbers.**—Bachmann's *Zahlentheorie*. (Informal.) DMj.
PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. **Elementary Astronomy.**—Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal.) Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

2. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

3. **Advanced Analytical Mechanics.**—Ziwet's *Theoretical Mechanics*. (Informal.)

Prerequisite: *Courses 10 and 13 in the Department of Mathematics and Course 2 in Astronomy*. Mj.
ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

4. **Celestial Mechanics.**—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dziobek, *Mathematical Theories of Planetary Motions*. (Informal.)

Prerequisite: *Course 3 or its equivalent, and a reading knowledge of French*. Mj.

ASSISTANT PROFESSOR LAVES OR DR. MOULTON.

XIX. PHYSICS.

*1. Elementary Physics.

A.—Mechanics, Sound, and Heat.—This course corresponds essentially to the 1st Major of Course 0, given at the University, and is designed to cover the first half year's work in elementary Physics as given in high schools and academies. A text is followed rather closely in the reading lessons, supplemented by new problems and references to other text-books. The apparatus for the required laboratory work, together with detailed instructions for setting up the apparatus and performing the experiments, are packed in a special case and shipped to the student. Reports on both the reading and laboratory work will be submitted for approval or correction.

The deposit required for the loan of the apparatus will be refunded when the same is returned intact, less expressage and a nominal fee for wear and tear.

Mj.

B.—Electricity, Magnetism, and Light.—A continuation of Course A, and the equivalent of the second half year of High School Physics. The plan for text and laboratory work laid down under Course A is followed in this course. A deposit is required as in Course A. Courses A and B together constitute the admission unit in Physics.

Mj.

Prerequisite: *Course A or its equivalent.*

MR. HOBBS.

XXI. GEOLOGY.

1. Physiography.—The course embraces the following general subjects: 1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon, with the consequent changes in the length of day and night and the seasons; 2) the atmosphere, its constitution, temperature, pressure and movements, weather changes and climate; 3) the ocean, its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land, the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of Course 1 offered resident students and is

suited to the needs of those who teach Physical Geography and Physiography in preparatory schools.

Mj.

DR. CALHOUN.

2. Economic Geology.—The course is designed to give a general, practical knowledge of economic geology and covers: 1) The genesis of ore deposits, including: (a) the forms of ore bodies and their relation to the structural features of the containing rocks, (b) the origin of rock structures and their bearing upon the deposition of ores, (c) the sources of the minerals of the ore bodies, (d) underground waters, their physical and chemical characters, their circulation and work; 2) the economic geology of the metals and metalliferous minerals, including iron, copper, gold, silver, lead, zinc, etc., with special reference to (a) their economic uses and importance, (b) familiarity with the more important ores, (c) geographical distribution, geological relations of the ores of the principal metals and the study of typical deposits, (d) the treatment of the ores and the amount and value of the metals produced; 3) the economic geology of the important non-metalliferous minerals, such as coal, petroleum, gas, stone, clay, cement, gypsum, water, etc., including (a) the discussion of their uses and economic importance, (b) the study of specimens, (c) the geographical distribution, the geological relations and the study of typical deposits, (d) the mining and preparation of the minerals for use, the amount and value of the annual production. A fee of \$2.50 will be charged for the loan of materials. [Unless three apply the course will not be given.]

Prerequisite: *A course in general geology or a practical knowledge of geology gained by experience in mining, etc.*

Mj.

MR. GEORGE.

Arrangements can be made to secure direction in the personal investigation of deposits of economic importance to which the student may have access.

XXII. ZOOLOGY.

1. Animal Ecology.—A course of laboratory and field work relating to the habitat, distribution, food, migrations, breeding and brooding instincts, locomotion, response to special stimuli, and special adaptations of certain types of animals.

Mj.

ASSOCIATE PROFESSOR DAVENPORT AND
DR. ENTEMANN.

2. General Morphology of the Invertebrates.—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history

* Registrations will be accepted after July 1, 1903.

of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about 25 forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$2.50 for each Major.

DMJ.

DRS. CHILD AND HARPER.

3. General Morphology of the Vertebrates.—The course covers the ground of Course 3 offered resident students. It is intended to complete the survey of the animal kingdom begun in Course 2. Course 2, although affording a desirable preparation for this work, is not, however, a prerequisite. The work will consist of assigned reading and dissection. The following type forms will be supplied: Tunicate, Amphioxus, Elasmobranch, and either the Frog or Necturus, and the student will be expected to work out the life history, development, and metamorphosis of the frog as illustrative of vertebrate development. A fee of \$2.50 is charged for material.

Mj.

MR. TOWER.

XXIII. ANATOMY.

1. Methods in Animal Histology.—In this course the principles and main methods of making and studying histological preparations are taken up. The tissues of the dog or cat are used for material. The microscope, its proper care and use, are dealt with. In the practical work the student will prepare specimens by the various methods of fixing, hardening, staining, and sectioning now in general use. This course is designed especially for medical students and for practitioners who wish to become familiar with modern technique. A good pocket lens, a compound microscope, dissecting instruments, microtome, stains, and reagents are necessary. Apparatus can be supplied at reduced rates.

Mj.

PROFESSOR BARKER AND DR. REVELL.

XXIV. PHYSIOLOGY.

1. Elementary Physiology.—The course corresponds to Course 1 offered resident students at the University. The work will be carried on by means of assigned readings in the standard text-books on Physiology, with a minimum reading in Anatomy and Histology. So far as is possible, directions will be given for such simple experiments as can be performed out-

side of a laboratory with the facilities which every student has at hand. Reports on the readings and experiments will be called for and returned with corrections, answers to any questions raised, and suggestions as to profitable lines of work.

Mj.

Unless four apply the course will not be given.

ASSISTANT PROFESSOR LYON.

XXVII. BOTANY.

1. Elementary Plant Physiology.—This course corresponds to Course 2, given at the University. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard text-book. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections.

Mj.

PROFESSOR BARNES AND DR. LIVINGSTONE.

***2. Elementary Plant Ecology.**—This course covers essentially the same ground as Coulter's *Plant Relations*, and does not necessarily require previous botanical training, though some work in plant analysis and in a study of plant structures is highly desirable. The work consists chiefly of the study of plants from the standpoint of function, and also the modifications which are produced by different environments.

Mj. WHITFORD.

3. Methods in Plant Histology.—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor.

Mj.

DR. CHAMBERLAIN.

4. General Morphology of the Algæ and Fungi.—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks' course at the University. The fifty types studied represent all the main groups of Algæ and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a

* Registrations will be accepted after July 1, 1903.

magnification of at least 400 times. An additional fee of \$2.50 is charged for material. Mj.

DR. CHAMBERLAIN.

5. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in Algae and Fungi and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skillfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50. Mj.

DR. CHAMBERLAIN.

6. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5. Mj.

DR. CHAMBERLAIN.

***7. Laboratory Ecology.**—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of elementary Botany, and should have access to a compound microscope. A knowledge of German is highly desirable. Fee for materials and loan of slides, \$2.50. Mj.

MR. WHITFORD.

8. Field Ecology.—This course is designed primarily for those students who have taken the work in elementary Ecology, and who desire to pursue further investigations along this line. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj.

DR. COWLES.

XXVIII. PATHOLOGY AND BACTERIOLOGY.

1. Elementary Bacteriology.—This course is designed for those who do not wish to set up a laboratory, and will consist of 1) reading of prescribed text-books and magazines bearing upon the morphol-

ogy, classification, and characteristics of bacteria, and their use in the arts; 2) the writing of themes on subjects assigned by the instructor; 3) the study of sealed cultures of different colored and non-colored bacteria; 4) simple experiments on kitchen utensils; 5) experiments on milk, (a) the care of milk, (b) the pasteurization and sterilization of milk. Mj.

DR. DAVIES.

2. Bacteriological Technique.—The work will cover the following subjects: the manipulation of the microscope, the methods of staining various bacteria, the methods of growing and studying bacteria, the principles of sterilization, the methods of pasteurization as applied to the treatment of milk, the determination of the number of bacteria in water and milk. A fee of \$2.50 is charged for material. Mj.

DR. DAVIES.

3. Advanced Bacteriology.—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and to practitioners. A fee of \$5 is charged for material. Mj.

Prerequisite: *Course 2 or its equivalent.*

DR. DAVIES.

4. Clinical Examination of Blood and Secretions.—This course will consist of 1) the examination of fresh blood, 2) counting the corpuscles, 3) the determination of Haemoglobin, 4) specific gravity determination, 5) the staining of the malarial parasite, 6) the study of dried and stained specimens; 7) bacterial examination of blood and secretions, 8) reading and writing of papers bearing upon the work. A fee of \$2.50 is charged for material. Mj.

Prerequisite: *Courses 2 and 3 or their equivalent.*

DR. DAVIES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. Outline of Hebrew History.—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj.

ASSISTANT PROFESSOR WILLETT.

2. Old Testament Prophecy.—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: 1) the controlling ideas in the teaching of each of the great prophets, 2) the relation of the prophet and his work to the political and social movements of his day, 3) the attitude of the prophet toward the priest and priestly institution, 4) the place of prophecy in the preparation for the work of the Christ. A knowledge of Hebrew is not prerequisite, Mj.

PROFESSOR HARPER AND DR. SMITH.

3. Old Testament Worship.—A study of the element of worship and of the institutions connected with worship in the Old Testament. Special consideration will be given to such topics as: 1) the priest, 2) place of worship, 3) sacrifice, 4) feasts, 5) tithes, 6) clean and unclean, etc. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR HARPER AND DR. SMITH.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. The Life of Christ in Connection with the Gospel of Luke.—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. M.

DR. HOBEN.

2. The Gospel of John.—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; application to present life and character. M.

DR. HOBEN.

3. The Acts.—The chief topics for investigation will be 1) The *Organization* of the church, its source, development, officers, members, method of government,

rites, services, etc. 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people. 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth. 4) The *Belief and Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc. 5) The *Practice* of the church concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself. 6) God's *Providence* sustaining and directing the church. 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M.

DR. HOBEN.

XLV. CHURCH HISTORY.

1. The Protestant Reformation.—Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF

LIBRARY SCIENCE.

1. Technical Methods of Library Science.—This course is designed as an elementary training in practical library work for those who are unable to attend a library school. It deals with cataloguing, classification, accessioning, shelf-listing, bookbinding, gift work, periodicals, loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at the University. As preparation, students should have at least two years of college education or its equivalent. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj.

MISS ROBERTSON.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. The English Theological Seminary of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, while *twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a

ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required), as govern the regular courses of the Correspondence-study Department.

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any *degree* is allowed on these courses. They count only toward the English Theological Seminary *Certificate*.

1B. **English Composition and Rhetoric.** Mj.
MR. MARSH.

2B. **Outlines of Greek and Roman History.** Mj.
ASSOCIATE PROFESSOR MONCRIEF.

3B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj.

PROFESSORS ANDERSON AND JOHNSON.

4B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age. Mj.

PROFESSOR HENDERSON.

5B. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration. Mj.

PROFESSOR HENDERSON.

6B. **Church History Prior to Constantine (A. D. 30-311).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the

New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj.

PROFESSOR HULBERT.

7B. **Church History—The Protestant Reformation.** Extent and state of Christendom at the opening of the Sixteenth Century. New forces that sweep away the old order of things. Zwingli, Luther, Calvin, as expressions of the spirit of the new era. Estimate of the movement in its relations to the general historic process. Mj.

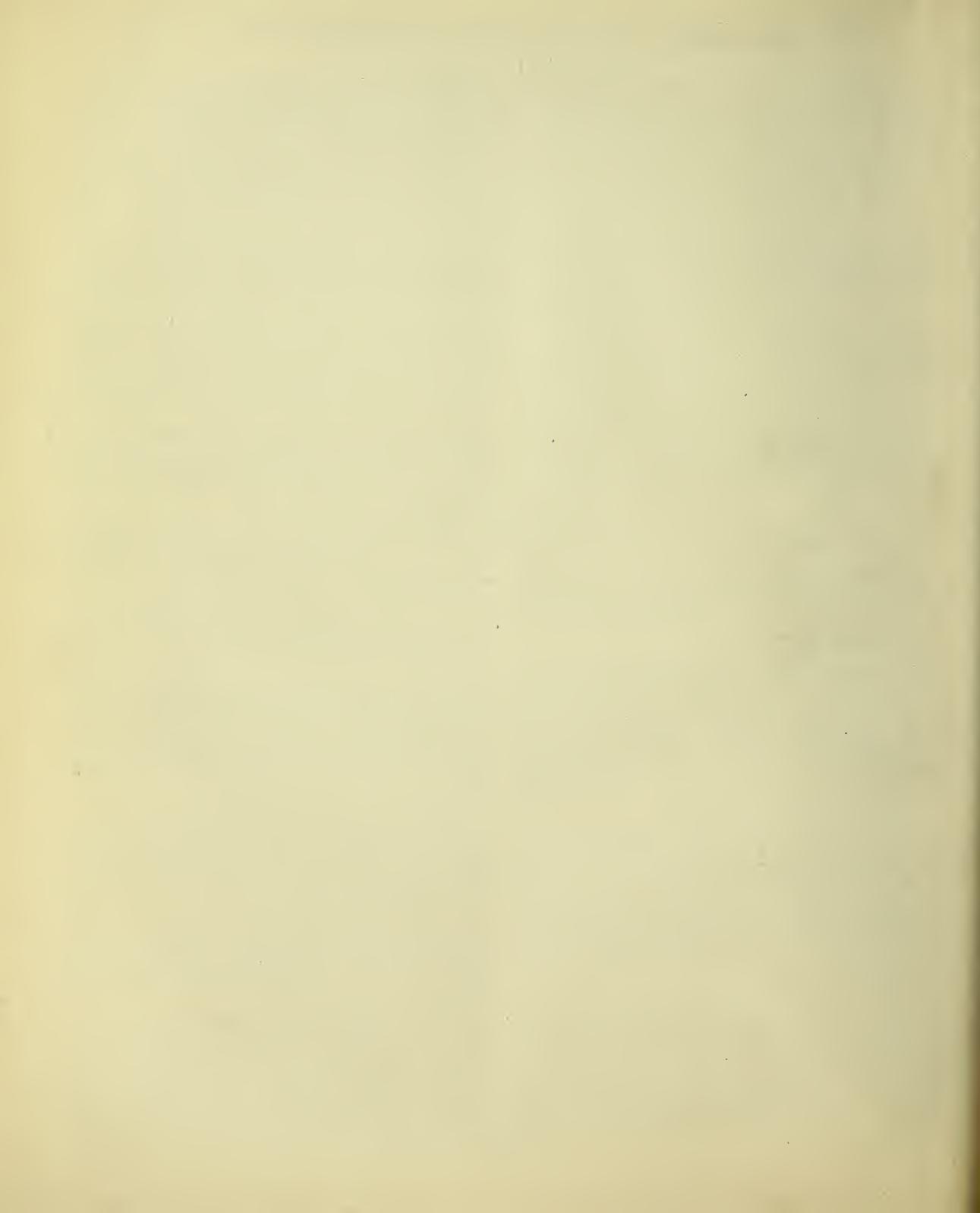
ASSOCIATE PROFESSOR MONCRIEF.

8B. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion. Mj.

PROFESSOR FOSTER.

9B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.

PROFESSOR MATHEWS.



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The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

UNIVERSITY OF ILLINOIS *over*
ANNOUNCEMENTS

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*CORRESPONDENCE-STUDY
DEPARTMENT*



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CHICAGO, ILL.

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THE SECRETARY OF THE CORRESPONDENCE-STUDY DEPARTMENT, HERVEY FOSTER MALLORY.

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III. GENERAL INFORMATION.

The General Plan for Extra-Mural Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its class rooms in two ways: 1) By lecture-study courses, 2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. **The Correspondence Work in General.**—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction* and *correction* may be given often-times as effectively by written as by spoken word.

2. **Purpose and Constituency.**—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: 1) Students preparing for college; 2) college students who are unable to pursue continuous resident study; 3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; 4) teachers and others who have had a partial college course and wish to work along some special line; 5) instructors in higher institutions who desire assistance in the advanced study of some special subject; 6) professional and business men who wish technical advice; 7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; 8) all who desire a broader knowledge or a more thorough scholarship.

3. **Method of Instruction.**—Each correspondence-course is arranged to cover the same ground as the resident course on the same subject, and consists, therefore, of a definite amount of work. The terms Major (Mj) and Minor (M) indicate that, if the correspondence course were given as a resident course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) *Formal* courses are conducted by means of lesson sheets which furnish suggestions and assistance and assign the tasks to be performed. After preparing for recitation the student writes out the tasks assigned in the lesson sheet, the answers to such questions as are set therein, together with any questions or difficulties which may have arisen in his study and mails this work to his instructor. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In like manner every lesson is carefully criticised by the instructor and returned so that each student receives *personal guidance and instruction* throughout the course.

2) *Informal* courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The

formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated.

4. **Admission.***

1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be supplied upon request. *It should, in every case, accompany the fee for a new course.*

2) A correspondence student who has not satisfied the requirements for admission to one of the colleges or schools of the University is ranked as an *Unclassified Student*.

5. **Recognition for Work.**

1) A certificate is granted for each correspondence course successfully completed.

2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions:

a) The applicant shall present a certificate for the work performed.

b) He shall pass an examination on the course at such time as is most convenient to himself and his instructor either at the University or, if elsewhere, under supervision which has been approved by his Dean.

c) Only those who receive a grade of A, B, or C will be regarded as having passed.

d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree. e) See also Regulations 1, 2, and 5.

6. **Regulations.**

1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend at least one year (three quarters) in resident study at the University of Chicago, and secure credit for nine Majors of resident work there.

2) A student may not do more than twelve of the thirty-six Majors of college work required for the *Bachelor's* degree, nor more than one of the three years of graduate work required for the *Doctor's* degree by correspondence. The bal-

* *NOTE.*—If the correspondence student comes to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (*cf. The Circular of Information of the Colleges*, pp. 9 ff.).

ance of the work required for these degrees must be done *in residence*, either at the University of Chicago or at other institutions whose work is known to be thorough; but in the latter case *cf.* 6, 1). Correspondence courses cannot count directly toward the *Master's* degree, inasmuch as only one year and nine Majors of resident study (the minimum resident study requirement for any degree) is required for this degree.

3) A student will not be allowed to register for more than two correspondence courses at a time, except by consent of the Director of the University Extension Division.

4) A student may begin a correspondence course at any time in the year.

5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.

6) A student will be expected to complete any course or courses *within one year from the end* (*i. e.*, March 23, June 23, September 23, December 23) of that Quarter in which he registers.

7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.

8) Extension of time will be granted: 1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, providing due notice is given the Secretary and the Instructor both at the beginning and the end of such resident study. 2) *For one full year from the date of expiration of the course*, if, on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [*cf.* § 6, 6)], providing (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.

9) During an instructor's vacation a substitute will, if possible, be provided.

10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.

11) No fees can be refunded on account of a student's inability to enter upon or continue a course.

12) The matriculation fee will not be refunded in any case.

13) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.

14) A student will be required to pay for but one Major of a Double Major (DMj) course (*e. g.*, Course 1 in Greek, Latin, French, Plane Geometry, etc.,) at a time.

15) Ordinarily, a Major consists of forty, and a Minor of twenty lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a *definite amount of work* [*cf.* § 3]; the number of lessons into which it is divided being incidental.

16) Courses announced as Majors cannot be taken as Minors.

17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [*cf.* § 5].

18) Except when otherwise indicated, all informal courses will be given as Majors.

7. **Expenses.**

- 1) All fees are payable in advance.
- 2) The matriculation fee is \$5 [*cf.* § 6, 10)]; the tuition fee for each Minor (M) course is \$8, for one Major (Mj) course \$16. If a student registers *at the same time* for two Major (Mj) courses the tuition fee is \$30, for three Major (Mj) courses \$40 [*cf.* § 6, 3)]. No reduction is made for Minor courses taken simultaneously. The tuition fee includes payment for the instruction sheets received. Text-books which cannot be borrowed [*cf.* § 9] must be purchased by the student.
- 3) The student is required to enclose postage for the return of the lesson-papers [*cf.* § 6, 13].
- 4) All money should be sent by draft or money order, *not by cheque*, made payable to THE UNIVERSITY OF CHICAGO.

8. **Method of Registration (Recapitulated).**

- 1) File with the Secretary of the Correspondence-study Department a formal application for *each* course desired. The required application blank will be furnished upon request [*cf.* § 4, 1]).
- 2) *Forward with the formal application the necessary fees:* (a) \$5 for matriculation, if not matriculated in the University [*cf.* § 6, 10)]; (b) \$8 for each Minor course, or \$16, \$30, or \$40, according as one, two, or three Major courses are applied for; (c) An additional fee for certain courses in Physics, Zoölogy, Botany, and Bacteriology.
- 3) A student registering for English Theological Seminary courses will pay \$3 for each course taken.
9. **Books, etc.** — Text-books, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application. Beginning Oct. 1, 1903, *in exceptional cases* these books may be borrowed from the University Library. Applications for loans should be addressed to the Librarian of the University of Chicago.
10. **Lecture-study.** — Attention is called to the special circular relative to lecture-study work which may be obtained on application.

IV. COURSES OF INSTRUCTION.

I. PHILOSOPHY.

1. **Elementary Psychology.**—This course takes up the general study of mental processes. It aims to train the student to observe the processes of his own experience and those of others, and to appreciate critically whatever he may read along psychological lines. It is introductory to all work in philosophy and pedagogy, and is required of all candidates for the Bachelor's degree. Mj.

ASSISTANT PROFESSOR MOORE.

2. **Advanced Psychology.**—This course is open only to those who have had the elementary course in psychology or its equivalent. It will consist in a comparison of at least two opposed stand-points in modern psychology. The student will prepare papers on various topics with a view 1) to mastering the author; 2) to comparing, contrasting, and criticising them, and 3) to formulating original opinions. The books used and subjects discussed will vary with the preparation and aims of the individual student. Mj.

DR. MACMILLAN.

*3. **Psychology of Religion.**—A study will be made of Starbuck's *Psychology of Religion*, and Coe's *The Spiritual Life* with reference to James's *Varieties of Religious Experience*. Special attention will be given to the phenomena of conversion in its various forms. These will be treated from the stand-point of adolescence, attention, imagery, habit, emotion, etc. M.

DR. AMES.

4. **Ethics.**—An introductory course intended 1) to familiarize the student with the main aspects of ethical theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: a) the general nature of moral conduct; b) the psychology of obligation, conscience, responsibility, and freedom; c) an historical and critical study of the various standards of estimating conduct with special attention to Mill, Spencer, and Kant. This course is the second course in philosophy required of all candidates for the Bachelor's degree. Mj.

ASSISTANT PROFESSOR MOORE.

5. **Introduction to Philosophy.**—An introduction to current philosophic problems such as: knowledge of the external world; the validity of thought; relation of the physical and the psychical; the meaning of truth and error; freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies. Mj.

ASSISTANT PROFESSOR GORE.

6. **Greek and Mediæval Philosophy.**—This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato and to Aristotle's *Ethics*. Mj.

PROFESSOR TUFTS.

7. **Modern Philosophy.**—Descartes to Hume, with special study given to Descartes's *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*,

and a portion of Hume's *Treatise on Human Nature*. (Informal.) Mj.

PROFESSOR TUFTS.

8. **Introduction to Kant.**—Watson's *Selections* and Mahaffy and Bernard's editions of *The Critique of Pure Reason*, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's *Leibnitz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique* as found in Watson's *Selections*. (Informal.) Mj.

Prerequisite: *Course 7, or its equivalent.* Mj.

PROFESSOR TUFTS.

9. **Movements of Thought in the Nineteenth Century.**—The course is a continuation of the history of Modern Philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought will be discussed. This course will necessarily be superficial, touching only upon the important movements in the development of thought during this century. Mj.

PROFESSOR TUFTS.

10. **Educational Psychology.**—A study of the fundamental psychological processes in their bearings upon educational problems, including an account of the stages of mental development and the principles of observation and interpretation of individual children. Mj.

ASSISTANT PROFESSOR MOORE.

11. **The History of Education.**—This course will make a study of the methods of those schools which have exerted a marked influence on the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not a part of the history of education, and will not be given special attention in this survey. Mj.

PROFESSOR YOUNG AND DR. DOPP.

*12. **Outline of the Progress of Educational Thought and Practice.**

A. **HISTORY OF EDUCATIONAL THEORIES AND PRACTICES FROM THE TIME OF THE GREEKS TO THE RISE OF UNIVERSITIES.** M.

B. **EDUCATIONAL THOUGHT AND PROGRESS FROM THE THIRTEENTH TO THE EIGHTEENTH CENTURIES INCLUSIVE.** M.

C. **EDUCATION IN THE NINETEENTH CENTURY—ITS FUNDAMENTAL PRINCIPLES, ITS ORGANIZATION, AND RELATION TO SOCIAL LIFE.** M.

* Registrations will be accepted after October 1, 1903.

* This course will not be given during 1903-4.

Each of the courses, *A*, *B*, *C*, is complete in itself, and may be treated as such, yet to obtain a comprehensive view of the progress of educational effort, the courses ought to be taken in the order indicated. The aim in all these is to make the student acquainted with the educational aims and practices of the past and with the most important educational classics; and thus to enable him to obtain a foundation for the criticism of present theories and practices in the light of their historical evolution, and incidentally to acquire many rules for guidance in the actual work of teaching. Certain works representative of each period will be carefully studied.

ASSISTANT PROFESSOR LOCKE.

13. **Froebel as an Educator.**—This course is intended for those who wish to gain a general view of Froebel's educational theory. It will aim to show Froebel's relation to the thought of his own time and that of the present, and to give an insight into child psychology as illustrated in the *Mother Play Book*. Mj.

Mrs. VANDEWALKER.

14. **A Comparative Study of the School Systems of Germany, England, and the United States.**—The course will trace the historical development of the existing systems of elementary and secondary education, with especial emphasis upon the characteristic ideals that have differentiated them, and upon present tendencies. Mj.

PROFESSOR BUTLER.

15. **Philosophy of Education.**—This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects, which to some degree has been worked out in the Dewey Laboratory School. It can be taken to advantage only by those with considerable maturity and some range of practical experience. The twelve lectures upon which the work of the course is based and the question papers are by Professor Dewey. Dr. MacMillan receives and corrects all exercises. Mj.

PROFESSOR DEWEY AND DR. MACMILLAN.

*16. **The Practice and Organization of Education as Teaching.**—The general aim of this course is to enable teachers who are now at work, and who have an interest in their profession, to acquaint themselves with the aims of teaching and to study the problems connected therewith. It is essentially for those who desire to keep abreast of modern educational thought and practice. Mj.

ASSISTANT PROFESSOR LOCKE.

17. **Social Occupations in Elementary Education.**—This course is designed to meet the needs of those supervisors, principals, and teachers who are attempting to make room for practical activity as a regular feature of elementary education. It aims 1) to afford an insight into the principles of selection by means of which the educational value of the various occupations may be tested; 2) to present the most fundamental features in the development of social occupations among Aryan peoples; 3) to show the relation of the child's psychical attitudes to the serious activities of the race; 4) to indicate what modifications of the serious occupations of life that are introduced into the school are demanded by a recognition of differences due to *a*) natural environment, *b*) social needs, and *c*) psychical attitudes; 5) to make a practical application of the results of this course to the work in primary, inter-

mediate, and grammar-school grades; 6) to help the teacher gain information regarding the literature of the subject and the nature of the materials and apparatus required.

Mj.

DR. DOPP.

18. **The Method of Some Subjects in the Elementary School Curriculum.**—This course will first consider questions pertaining to study and the recitation. It will then take up somewhat in detail subject-matter and its method in 1) History; 2) Mathematics; and 3) Language.

Mj.

PROFESSOR YOUNG AND DR. DOPP.

19. **General Course in Child-Study.**—This will be a course of study in the methods and results of recent investigations in child-life, and will be based on Preyer's *The Infant Mind*, Warner's *Study of Children*, and *The Proceedings of the Illinois Society for Child-Study*. Each of these books is used to bring out some one phase of the subject; the first relating to the psychology of development, the second to the physical and physiological aspects in relation to nervous and mental well-being, the third to some more detailed studies. The course as a whole thus aims at giving a well-rounded view of the entire subject.

Mj.

MR. SMEDLEY.

20. **Special Problems in Child-Study.**—This course is offered to those who are somewhat familiar with the general literature of child-study. It will include special investigations in such subjects as growth, sensory and motor development and control, fatigue, interest, imagery, suggestion and imitation, the development of language, etc. Those taking the course should have ready facilities for carrying on consecutive tests and observations on one or more children, and should have opportunities to consult special books and articles upon which the work will be largely based.

(Informal.) Mj.

MR. SMEDLEY.

II. POLITICAL ECONOMY.

1. The Principles of Political Economy.

A.—This course is designed to acquaint the student with economic principles, and to develop the power and habit of logical thinking upon economic questions. It is based upon John Stuart Mill's *Principles of Political Economy*.

Mj.

B.—A continuation of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for special courses in economics. Cairne's *Some Leading Principles of Political Economy Newly Expounded* and Marshall's *Principles of Economics* are used.

Mj.

ASSISTANT PROFESSOR HOWERTH.

2. **Socialism.**—A study of the history and theory of socialism and its bearing upon present social conditions. It is informal, and may be pursued with profit by anyone who is interested in modern social questions.

Mj.

ASSISTANT PROFESSOR HOWERTH.

3. **Modern Business Methods.**—A study of some of the financial operations of modern business, including: market quotations, investment securities, operations on the stock and produce exchanges, foreign and domestic exchange, and the construction and use of exchange, bond, and annuity tables.

Mj.

ASSISTANT PROFESSOR HATFIELD.

4. **Commercial Geography.**—A study of the various countries and their chief products; the effect of soil,

climate, and geographical situation in determining the character of national industries and of international trade, commercial routes, seaports; the location of commercial and industrial centers; exports and imports; the character, importance, and chief sources of the principal articles of foreign trade. Mj.

ASSISTANT PROFESSOR HATFIELD.

5. Railway Transportation.—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation, especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

6. Banking.—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made, with special attention to the manner in which each meets the problems of currency (coin, note, and deposit), reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards, will be subjects of special study. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

7. Outlines of Public Finance.—In this course the principles of public finance will be developed with especial reference to the financial history of the United States, which is followed in detail from the organization of our national system in 1789 to the close of the Spanish War. The following topics may be mentioned as indicating the scope of the course: the establishment of the Treasury Department, the funding and management of the debt, the first and second United States Banks, the Independent Treasury and the present system of national banks, the collection of revenue and disbursement of public money, Civil War financing, the issue of treasury notes, legal tenders and silver certificates, the demonetization of silver, inflation of the currency and the gold reserve, the Currency Act of 1900. These special studies will be supplemented by a discussion of the general principles underlying our financial policy as regards revenue, taxation and expenditure, currency, debts, and banking. Mj.

ASSISTANT PROFESSOR CUMMINGS.

8. Tariffs, Reciprocity, and Shipping.—The course of legislation and the development of our tariff policy is here followed, and an effort made to indicate the influence of federal legislation upon our industrial development, upon the growth and character of our international trade, and incidentally upon the occurrence of industrial crises and the continuance of industrial prosperity. Especial attention will be given to the negotiation of reciprocity treaties, and to the recent attempts which have been made to build up American shipping. Mj.

ASSISTANT PROFESSOR CUMMINGS.

9. The Labor Movement.—An historical and comparative study of the labor movement in the United States and in foreign countries, and of the concrete issues involved in the organization of labor into trades unions, the precipitation and conduct of

strikes, the negotiation of wage compacts, labor legislation, workingmen's insurance and provision for the unemployed, co-operation and profit-sharing. These studies will be supplemented by statistical data upon the movement of wages during the nineteenth century, the condition of labor in the "sweated" and in other industries, and upon the social condition of wage-earners in different countries. The rise of the factory system and the social consequences of the Industrial Revolution will be considered in detail, and the student will be expected to apply economic principles in such concrete cases as the recent coal strike.

Mj

ASSISTANT PROFESSOR CUMMINGS.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj.

ASSISTANT PROFESSOR HATFIELD.

***2. Civil Service in the United States.**—The topics to be examined are: The early English administration as a basis for the American development; early American officers; the federal administrative system in comparison with that developed by the commonwealths; the elective and the appointive method of selection; civil service reform; the relation between different branches of the administration and other departments of the government.

Mj.

Prerequisite: *Course 1 or its equivalent.*

DR. BRECKINRIDGE.

3. Political Parties.—In this course the organization and methods of action of political parties in the United States are considered. The various types of primaries, the legal regulation of primaries, the organization and procedure of conventions, the conduct of the campaign, the organization of party machinery, the workings of the organization, the function of parties, are the principal topics discussed.

Mj.

DR. MERRIAM.

4. Comparative Politics.

A. Comparative National Government.—This course is a comparative study of the systems of government in the leading nations of the world. Particular attention will be given to Germany, France, Great Britain, and the United States, with incidental reference to other countries presenting features of especial importance. The structure of the governments, the constitutional functions of the various departments, and the actual workings of the systems will be examined.

Mj.

B. State Governments in the United States.—This course presents a comparative study of the structure and functions of the governments in the various states of the Union. Qualifications for suffrage, the organization and powers of the legislative, executive, and judicial departments, the amendment of constitutions, and the leading tendencies in state administration are discussed. Attention is also given to the historical development of these features of state government.

Mj.

C. Municipal Government.—This course is a comparative study of the modern municipality, American and European, in its legal, constitutional, and administrative aspects. Special consideration will be given

to the questions of municipal home rule, municipal ownership, and municipal politics in leading cities of Germany, France, England, and the United States.

Prerequisite: *Course 1 or its equivalent.* Mj.
DR. MERRIAM.

IV. HISTORY.

ACADEMY.

1. History of Antiquity to the Death of Constantine (337 A. D.).

A. *Oriental and Greek History to 146 B. C.*—This includes a general narrative and descriptive history of Greece to the Roman conquest, with a brief introductory sketch of the Oriental nations that especially influenced Greek civilization. M.

B. *Roman History to 337 A. D.*—This course aims to give the student a general view of Roman history from the early republic to the establishment of the later Empire in the fourth century, and pays special attention to the government and institutions of the latter as a basis for an intelligent study of the Mediæval period. M.

MISS KNOX.

COLLEGE.

2. History of Antiquity to the Fall of the Persian Empire.

—In this course the history of the nations of the ancient East—Babylonia, Egypt, Assyria, Syria, Israel, etc.—is studied in its development from the beginnings of organized political life to the fall of the World Empire of Persia. A large amount of reading is expected of students. Mj.

PROFESSOR GOODSPED.

3 History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1A), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj.

PROFESSOR GOODSPED.

4. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied. Mj.

MISS KNOX.

5. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation, the struggle between king and parliament, English society and civilization, colonial expansion and the growth of democracy in the nineteenth century. Mj.

MISS KNOX.

6. Outline History of Mediæval Europe (350–1500).—The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between these two, Mohammed and his religion, the crusades, the rise of nationalities, mediæval institutions, and the Renaissance will be studied. Mj.

MISS KNOX.

*7. The Feudal Age (814–1217).—The break-up of the Carlovingian empire; the upgrowth of feudalism; the invasions of the Northmen and Hungarians in western Europe; the conflict of the empire and papacy for universal sovereignty; the history of Germany and Italy under Saxon, Franconian, and Hohenstaufen; the beginnings of English constitutional development; the rise of the French Monarchy; the Mohammedan conquests in the East, culminating in the crusades. Mj.

DR. THOMPSON.

8. The Age of the Renaissance (1250–1500).—The history of Germany, Spain, France, and the Italian powers; the attempts at reform in the church with the conciliar movement; the Renaissance popes, and a study of the characteristics of the Renaissance. Mj.

ASSOCIATE PROFESSOR THATCHER.

9. Outline History of Modern Europe (1517–1825).—The principal topics treated are: the Reformation, the religious wars, the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles and upon causes and effects. Mj.

MISS KNOX.

10. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period. Mj.

MISS KNOX.

*11. The French Revolution and the Era of Napoleon.—The ground will be cleared for the history of the period by a careful study of the institutions of the Old Régime, in which the remoter causes of the Revolution will be discovered. A consideration of the more immediate causes and the attempts at reform will introduce the Estates General. The Revolution ran through three periods, which answer to the National Assembly, the Legislative Assembly, and the Convention, to the extreme of a Red Democracy. Three more periods, corresponding to the Directory, the Consulate, and the Empire, see France return to a military absolutism under Napoleon. The greatest emphasis will be laid upon the institutional changes induced by the French Revolution and attempt will be made to show the constructive work of the Revolution and of Napoleon. Its importance as one of the greatest generic events of the world's history will give the course a significance wider than France alone. It is desirable that the student be familiar with the outlines of modern European history. Mj.

DR. THOMPSON.

12. Europe in the Nineteenth Century (1815–1900). The following topics indicate the scope of the course: The attempt to govern Europe according to the reconstruction of 1815, the agitation for popular government in France, Italy, and Germany, the revolutions of 1830 and 1848, France under Napoleon III, the growth of German and Italian unity, the establishment of the German Empire, of the dual system

*This course will not be given during 1903-4.

in Austria-Hungary, and of the Third French Republic, national development and international relations since 1870. The course presupposes an outline knowledge of the French Revolution and the Napoleonic period. Course 11 affords the best preparation, but a careful reading of some manual, such as J. H. Rose's *The Revolution, and Napoleonic Era*, or H. Morse Stephens's *Revolutionary Europe*, will be accepted.

Mj.
DR. WARREN.

13. Outline History of Civilization.—This course consists of two Majors, each containing twenty lessons. The first Major begins with the history of Greece and follows the various phases of development through Roman history to the rise of the German Empire in the early part of the Mediæval period. The second Major treats of the later Middle Ages, of the Renaissance, and modern times till close upon the French Revolution. In each division the study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history; 2) social life as it is shown in the family relations and the attitude of the classes toward each other; 3) economic progress, particularly with regard to cultivation, commerce, and communication; 4) higher culture and art. Acquaintance with the facts of history is presupposed. The student will be expected to do a large amount of reading and should have access to a well-equipped library.

DMJ.
DR. WERGELAND.

14. Outline History of the United States from Colonization to the Present Time.—This course corresponds to Course 3 given in residence. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history.

Mj.
MISS KNOX.

15. Period of Discovery and Exploration of America.—The events leading up to the discovery of America, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study.

Mj.
MISS KNOX.

16. Colonial Period and the War of the Revolution (1492-1783).—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies.

Mj.
MISS KNOX.

17. Social Life in the American Colonies.—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading.

Mj.
ASSOCIATE PROFESSOR SHEPARDSON.

18. Political History of the United States under the Articles of Confederation.—A study of the nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow.

M.
MISS KNOX.

19. Political History of the United States during the Period of Dominant Foreign Politics (1789-1817).—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government.

M.
MISS KNOX.

20. United States from 1817-1861.—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question.

M.
MISS KNOX.

21. Problems of the Civil War and the Reconstruction Period (1861-1881).—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed.

Mj.
ASSOCIATE PROFESSOR SHEPARDSON.

22. Territorial Growth of the United States.—A course requiring investigation into the geography of the United States, tracing the successive additions to our territory from the beginning of the Government down to 1900. This course requires access to a well-selected library, and demands much original investigation. (Informal.)

Mj.
ASSOCIATE PROFESSOR SHEPARDSON.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. Introduction to Sociology.—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; and social psychology, order and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student.

Mj.
PROFESSOR HENDERSON AND MR. KIMBLE.

2. Social Debtor Classes.—The aim of this course is to introduce practical workers and givers to the literature of charities and correction. As a starting point with each student is taken the particular work in which the student is engaged. Henderson's *Dependents, Defectives and Delinquents* is the first text, after which Warner's *American Charities* or Wines's *Punishment and Reformation*, according to the dominant interest of the student, are used. The facts and principles presented in these texts are viewed from the stand-point of the reader's local, county, and state charities, private and public. Special reports on particular phases of philanthropic work are called for.

The course closes with a hasty study of one text in theoretical sociology. Only a limited number of students can be accepted.

Mj.

DR. ALLEN.

3. A Study of Charities and Corrections.—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction; and the best methods of investigation and of forming a judgment on the problems.

Mj.

PROFESSOR HENDERSON.

4. The Family.—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home.

Mj.

PROFESSOR HENDERSON.

5. The Structure of Society.—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.)

Mj.

PROFESSOR ZUEBLIN.

6. A Century in the Development of English Social Philosophy.—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal.)

Mj.

PROFESSOR ZUEBLIN.

7. Contemporary American Society.—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal.)

Mj.

ASSOCIATE PROFESSOR VINCENT.

8. Urban Life in the United States.—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered and the function of cities in national life is analyzed. (Informal.)

Mj.

ASSOCIATE PROFESSOR VINCENT.

ANTHROPOLOGY.

9. General Anthropology.—An introductory course treating of the origin, antiquity, distribution, and early occupations of man and of the sources of language, religion, the arts, and social relations.

Mj.

ASSOCIATE PROFESSOR STARR.

10. Origin of Social Institutions.—Treats of association in the tribal stage of society; the origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions; and the ethnological and anthropological basis of sociology. (Informal.)

Mj.

ASSOCIATE PROFESSOR THOMAS.

11. Primitive Social Control.—A study of primitive juridical and political systems, and of social conventions; e.g., the family, clan, tribal and military organizations, totemism, tribal and property marks, tapu, personal property and property in land, periodical tribal assemblies and ceremonies, secret societies, medicine men and priests, caste, blood vengeance, salutations, gifts, tribute, oaths, and forms of offense and punishment, among typical tribes of Australia and Oceania, Africa, Asia, and America. (Informal.)

Mj.

Prerequisite: Course 10.

ASSOCIATE PROFESSOR THOMAS.

SANITARY SCIENCE.

12. Foods and Dietaries.—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in dietaries from an economic and physiological stand-point.

Mj.

ASSOCIATE PROFESSOR TALEBOT.

13. House Sanitation.—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning.

Mj.

ASSOCIATE PROFESSOR TALBOT.

VII. COMPARATIVE RELIGION.

1. Introduction to the History of Religion.—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study on this subject.

Mj.

PROFESSOR GOODSPED AND DR. CONARD.

2. Comparative Theology: The Idea of God.—This is a cursory study of the idea of God as seen in primitive myth and cult and in the religious rites and literature of the chief historic religions. It should be preceded by Course 1.

Mj.

PROFESSOR GOODSPED AND DR. CONARD.

VIII. THE SEMITIC LANGUAGES AND LITERATURES.

1. Elementary Hebrew.—Includes the mastery of the Hebrew of Genesis chaps. 1-3, the study of the most important principles of the language in connection with these chapters, Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words.

M.

DR. MORGAN.

2. Intermediate Hebrew.—Includes the critical study of Genesis chaps. 4-8, with a review of Genesis chaps. 1-3, the more rapid reading of fourteen chapters in I Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words.

M.

DR. MORGAN.

3. Exodus and Hebrew Grammar.—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

DR. MORGAN.

4. Haggai, Zechariah, and Malachi.—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

DR. MORGAN.

5. Elementary Arabic. Mj.
PROFESSOR SANDERS.

6. Elementary Assyrian.—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite. M.
PROFESSOR BERRY.

7. Intermediate Assyrian.—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use. M.
PROFESSOR BERRY.

8. Elementary Egyptian.—Study of 1) the speech of Thutmosis I. to the priests of Abydos, 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.
ASSOCIATE PROFESSOR BREASTED.

Members of the Semitic Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature, whenever practicable.

IX. BIBLICAL AND PATRISTIC GREEK.

1. Elementary New Testament Greek.—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. M.
MR. BAILEY.

2. Intermediate New Testament Greek.—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. M.
MR. BAILEY.

3. Advanced New Testament Greek.—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syn-

tax of New Testament Greek as regards the verb, and an historical and linguistic study of the entire Book of Acts.

M.
ASSISTANT PROFESSOR VOTAW.

4. New Testament Times in Palestine.—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. M.
PROFESSOR MATHEWS.

5. Constructive Studies in the Life of Christ.—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way; especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. The work is based on Burton and Mathews's *Constructive Studies in the Life of Christ*. M.
PROFESSOR MATHEWS.

6. Research Course in the Life of Christ.—A course designed to follow Course 5, or an equivalent study of the Life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the gospel history, such as the origin and characteristics of the gospels, the development of the religious and Messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M.
PROFESSOR MATHEWS.

7. The Parables of Jesus.—Their characteristics; principles of interpretations; interpretation of a limited number. (Informal). M.
PROFESSOR MATHEWS.

8. Social Teachings of Jesus.—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. M.
PROFESSOR MATHEWS.

9. Historical Study of the Books of Acts.—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal). M.
PROFESSOR MATHEWS.

10. History of the Apostolic Age.—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal). M.
PROFESSOR MATHEWS.

11. Life of the Apostle Paul, and Introduction to the Pauline Epistles.—The work in this course is done on the basis of Burton's handbook, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. M.
MR. RUSSELL.

12. The Epistle to the Ephesians.—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal). M.
PROFESSOR MATHEWS.

13. **Quotations from the Old Testament in the Gospels.**—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. M.

MR. RUSSELL.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading in the course covers that portion of the Nala episode which is included in the Reader and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. Mj.

PROFESSOR BUCK AND DR. MEYER.

The instructors will suggest reading for further work in Sanskrit or Comparative Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Greek.**—The aim is to master a large vocabulary together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning. Mj.

ASSISTANT PROFESSOR BRONSON.

2. **Xenophon: *Anabasis*.**

A. *Bks. II-III.*—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight. Mj.

B. *Bks. IV-V.*—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities. Mj.

ASSISTANT PROFESSOR BRONSON.

3. **Homer: *Iliad*.**

A. *Bks. I-III.*—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax. Mj.

B. *Bks. IV-VI.*—In this course the literary features of Homeric study are emphasized. Mj.

DR. WOLCOTT.

COLLEGE.

4. **Xenophon: *Memorabilia*; Plato: *Apology and Crito*; Exercises in the Writing of Greek.**—This course is the first of the required college courses in Greek. It includes 1) a brief review of the grammar; 2) practice in prose composition; 3) a study of the life and teachings of Socrates based on the accounts of his two most distinguished pupils, and 4) an introduction to the writings of Plato. Mj.

DR. WOLCOTT.

5. **Homer: *Odyssey*.**—The object of this course is to develop the power of appreciating Homer as literature. Nine books, including the Phæcian episode, are read. Mj.

DR. WOLCOTT.

6. **Herodotus: *Historiae*, Bks. VI-VII.**—In this course particular attention is paid to the language and style of the author, as well as to the historical importance of the events narrated. Mj.

DR. WOLCOTT.

7. **Advanced Prose Composition.**—The work is based on Higley's *Exercises in Prose Composition*, or some other book of equal rank to be agreed upon by student and instructor. Mj.

DR. WOLCOTT.

8. **Demosthenes: *Philippics*, and *Lysias*.**—An introduction to the study of the Attic orators. Mj.

DR. WOLCOTT.

9. **Demosthenes: *De Corona*.**—A study, chiefly literary, of this masterpiece of Attic oratory. Mj.

DR. WOLCOTT.

10. **Introduction to the Greek Drama.**—This course includes careful reading and interpretation of the *Clouds* or *Frogs* of Aristophanes and the *Alcestis* of Euripides, together with a study of the principal characteristics of the Greek drama and theater. Mj.

DR. WOLCOTT.

Members of the Greek Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Latin.**—The aim is to master a large vocabulary, together with the most necessary forms of syntax. The text of Caesar's *De Bello Gallico* is used from the beginning. Mj.

MISS PELLETT.

2. **Cæsar: *De Bello Gallico*.**

A. *Bk. II.*—This course is intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.

B. *Bks. III-IV.*—Continues the above. The more difficult Cæsarian constructions are carefully studied. Mj.

C. *Bk. I.*—Based on the latter part of Book I, the war with Arioivistus. Special attention is given to the subject of Indirect Discourse. M.

MISS PELLETT.

3. **Viri Romæ.**—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. Open to those who have completed Course 1 or its equivalent. M.

MISS PELLETT.

4. **Nepos.**—(See Course 3.)

M.

MISS PELLETT.

5. **Cicero: *Orationes*.**

A. *In Catilinam, I-IV.*—This course includes translation; a review of forms and of more difficult constructions; exercises in Latin composition based upon the portion of text assigned in each lesson, and the history of the period. Mj.

B. *Pro Lege Manilia and Pro Archia.*—Continues A and includes a careful study of the literary style of Cicero, of all historical references, and exercises in Latin composition based upon the portion of text assigned in each lesson. Especial attention is given to translating into good English. Mj.

MISS PELLETT.

6. *Virgil: Aeneid.*

A. Bks. I-II.—This course includes a study of prosody, word derivation, poetical constructions, and the more common rhetorical figures. Mj.

B. Bks. III-VI.—Continues A and lays emphasis upon elegance of translation, the mythology, and the literary style of Virgil. Mj.

MISS PELLETT.

7. *Selections from Roman Writers.*—This course will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj.

MISS PELLETT.

8. *Prose Composition based on Cæsar.*—This course affords 1) practice in writing in Latin connected passages based on Cæsar; 2) a thorough review of grammatical forms and constructions; 3) a careful study of synonyms. As the course is informal, especial attention may be given to any subject in which the student is deficient. M.

MISS PELLETT.

9. *Prose Composition based on Cicero.*—(See Course 8.) M.

MISS PELLETT.

COLLEGE.

10. *Roman Political Institutions.*—A topical survey, both historical and descriptive, of the magistracies, senate, popular assemblies, courts, and Roman provincial administration under the Republic. The course is based on Abbott's *Roman Political Institutions*, and is intended primarily for teachers of Latin and Political Science. Mj.

DR. WOLCOTT.

11. *Advanced Prose Composition.*—A Latin text is selected and the exercises are graded according to the ability of the student. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal.) Mj.

DR. WOLCOTT.

12. *Cicero: De Senectute.*—The entire essay is read with studies in syntax and exercises in Latin composition based upon the text of each lesson. M.

MISS PELLETT.

13. *Terence: Phormio.*—This play, as a specimen of the highest development of Roman comedy, is carefully studied with regard to morals, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. M.

DR. WOLCOTT.

14. *Livy.*—The twenty-first book and a large part of the twenty-second are read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned in each lesson. Mj.

DR. WOLCOTT.

15. *Horace: Odes, Bks. I-III.*—This course includes: commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.

DR. WOLCOTT.

16. *Tacitus: Agricola and Germania.*—In the reading of these works, both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj.

DR. WOLCOTT.

17. *Ovid.*—Selections from the *Epistulae, Amores, Fasti, Metamorphoses*, and *Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.

DR. WOLCOTT.

18. *Cicero: Epistulae.*—The political letters will be studied, particular attention being paid to the periods 61-57, 50-49, and 44-43. Special topics connected with the periods mentioned will be assigned from time to time. Mj.

DR. WOLCOTT.

19. *Horace: Satires.*—The principal satires are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj.

DR. WOLCOTT.

20. *Roman Belief with Reference to the Soul and the Life after Death.*—This course is the study of a topic, and is based for material upon a variety of authors: Cicero's *Tusculan Disputations I, De Senectute, De Amicitia, Epistulae*; Virgil's *Aeneid*, Book VI; Horace's selected odes; Ovid, Seneca, Persius, etc. (Informal.) Mj.

DR. WOLCOTT.

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. Elementary French.

A. This course is designed to acquaint the student with the essentials of French Grammar, to enable him to turn short English sentences into idiomatic French, and to translate easy French at sight. Mj.

B. This continues, reviews and extends the work on French verbs, studies inductively the French grammar, and affords practice in French composition. Several short stories, a modern novel, and a text of modern history will be read in A and B together, and will form the basis of the grammatical work.

A and B constitute a double Major. Provisional credit will be given when A is finished. It will be made permanent when B is passed. Mj.

DR. NEFF.

2. Intermediate French.—This is largely a language and drill course and is intended to extend and complete the preceding course. The work includes the reading of modern short stories and comedies, practice in composition and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Courses 1 and 2 offer the minimum amount of French required of all candidates for the Bachelor's degree. Mj.

DR. NEFF.

3. French Composition.—A course intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating, but in composing

in French. The subjects, like the assigned readings, are chosen to suit the special interests of the student. (Informal.)

ASSISTANT PROFESSOR INGRES.

4. **Modern French Novels and Lyrics.**—Characteristic French prose and poetry form a basis for more advanced language study and also serve as an introduction to the study of French literature. Themes in French on subjects chosen from the readings will be required.

Mj.

DR. CIPRIANI.

5. **Outline History of French Literature.**—This course traces the history of French literature from its origin to the present day, bringing out the great currents in their relation to each other. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. The course will thus at the same time be one in advanced composition. It is conducted entirely in French. (Informal.)

Prerequisite: *Course 3 or its equivalent.* Mj.

ASSISTANT PROFESSOR INGRES.

6. **Fables of La Fontaine.**—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it, 2) an introduction to seventeenth century social and political life, 3) an appreciation of La Fontaine as a man, a poet and a satirist.

Prerequisite: *Course 4 or its equivalent.* Mj.

MISS WALLACE AND MR. WILLIAMSON.

7. **The Comedies of Molière.**—The course will include a study of the life of the author, his influence on the theater, with intensive study of a few of his plays, and rapid reading of others, as well as selections from Molière's predecessors and imitators. Although this is primarily a literary course, comparison will be made between the language of Molière and that of to-day, and the more unusual constructions will receive consideration. The work will be conducted partly in English and partly in French, or wholly in French, at the option of the student.

Prerequisite: *Course 4 or its equivalent.* Mj.

DR. NEFF.

8. **The Romantic Movement.**—A discussion of French Romanticism as disclosed in the lyrics, dramas, and novels of the period.

Mj.

DR. CIPRIANI.

9. **Special Studies in French Literature.**—Opportunity is afforded for studying a literary period or movement, an author or a school; for example, *French Epic Literature*, *Pedagogy in French Literature*, *French Historians*, *Le Siècle de Louis Quatorze*, *The Philosophers*, *The Literary Movement during the Nineteenth Century*, *Voltaire*, *Balzac*, *Modern Poetry*, *Dramatic Literature*, *Minor Poets*, etc. The subject of study and the written work required will be pre-arranged in each individual case. When university credit is desired the course will be made to correspond with one of the courses regularly offered by the Romance Department. The work is conducted entirely in French. (Informal.)

Prerequisite: *Course 5 or its equivalent.* Mj.

ASSISTANT PROFESSOR INGRES.

10. **Readings in Old French Literature.**—A general introduction to the older language and literature. Morphology is treated only so far as is required for

intelligent reading. Text-books: Darmesteter, *Cours de Grammaire historique de langue française*, and either Toynbee's *Specimens of Old French* (Clarendon Press), or Constans, *Chrestomathie de l'ancien français*.

Mj.

ASSOCIATE PROFESSOR JENKINS.

11. **Elementary Spanish.**—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish.

Mj.

MR. HOBLIT.

12. **Modern Spanish Novels and Dramas.**—Reading of Bretón, *La Independencia*; Caballero, *La Familia de Alvareda*; Valdes, *José*, with composition based on the texts.

Prerequisite: *Course 11 or its equivalent.* Mj.

MR. HOBLIT.

13. **Spanish Prose Composition.**—The aim of this course is to give the student practical use of Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. *It carries no credit.*

Prerequisite: *Course 11 or its equivalent.* Mj.

MR. HOBLIT.

14. **Don Quixote.**—Critical reading of the first twenty-five chapters of *Don Quixote*. The life of Cervantes, the peculiarities of syntax, style, and diction as compared with modern Spanish, will be studied, and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author to do so.

Prerequisite: *Course 12 or its equivalent.* Mj.

MR. HOBLIT.

15. **Old Spanish Readings.**—Interpretation of selections from Keller, *Altspanisches Lesebuch*.

Mj.

ASSOCIATE PROFESSOR PIETSCH.

16. **Elementary Italian.**—The aim of this course is to ground the student in the essential grammar of the language, and to equip him with a vocabulary which will enable him to read simple Italian prose.

Mj.

DR. CIPRIANI.

17. **Advanced Italian.**—Advanced courses in Italian will be arranged suited to the student's purposes and proficiency. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.)

Mj.

DR. CIPRIANI.

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Old French Philology and Literature*, *Victor Hugo*, *French Literature of the Nineteenth Century*, *Contemporaneous French Literature*, etc.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. Elementary German.

A. This course aims to ground the student in the essentials of German grammar, through the reading of easy idiomatic German, and by translating easy idiomatic English into German. Special attention is given to the construction of the article, noun, and adjective.

Mj.

B. This briefly reviews the essentials of **A**, and extends the work on English and German exercises, with special reference to the pronoun and the verb.

In both courses graded German stories are read and composition based upon the text is required. Constant attention is also given to German-English cognates. Mj.

DR. SCHUB.

2. Intermediate German.—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to reproduce in German what he has read. In the composition work emphasis will be laid upon word order and sentence structure, the knowledge of which is essential to the proper appreciation of the language. Mj.

DR. SCHÜTZE.

3. Review of Elementary German Grammar and Syntax.—This course pre-supposes a previous knowledge of German equivalent to that afforded by Courses 1 and 2. It is intended for those who for any reason wish to make a brief systematic review of grammar and syntax. It does not aim to increase vocabulary or to develop the power of expression. It will appeal especially 1) to students who desire to renew their acquaintance with the fundamentals preparatory to further study of the language; 2) to many German-Americans and to those who have acquired their knowledge of the tongue by some natural method; 3) to candidates for the Ph.D. degree who are required to pass a preliminary examination in German. Mj.

MISS KUEFFNER.

4. Intermediate Prose Composition.—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Mj.

ASSISTANT PROFESSOR KERN.

5. German Idioms and Synonyms.—This course comprises the study of 1) the peculiar method of word formation; 2) grammatical idioms; 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course will be helpful to all who aim to be independent in their use of the language. Mj.

DR. SCHUB.

6. Modern German Dramas.—This is primarily a reading course corresponding to Course 6, in residence. It aims at the acquisition of the foundations of idiomatic German on the basis of the language of the dramas read. A short theme in German on a subject chosen from the reading is required with each lesson. Mj.

DR. SCHÜTZE.

7. Deutsche Aufsätze und Stilübungen.—Theme writing. Of special value to teachers. (Informal.) Mj.

DR. SCHUB.

8. Outline Study of German Literature.—The chief aim of this course is to acquaint the student with the most important movements in the evolution of Ger-

man literary life. Koch: *Geschichte der deutschen Litteratur* (Sammlung Göschen) is used as a basis of study. Mj.

ASSOCIATE PROFESSOR VON KLENZE.

9. Goethe's Lyric Poetry as an Exponent of His Life.—No writer so minutely reflects his moral and intellectual growth in his lyric poetry as does Goethe. A chronological study of his lyrics affords, therefore, a subtle appreciation of his whole individuality. Mj.

ASSOCIATE PROFESSOR VON KLENZE.

10. Goethe: Faust.—This is chiefly a literary course, and comprises 1) a brief study of related legends, together with a rapid survey of the historic background and a closer consideration of the historic Doctor Faustus, and the subject-matter and sources of the first Faust-book; 2) the development of the legend as shown in the later Faust-books, the Faust-dramas, and puppet-plays; 3) the new conception of the character of *Faust* as first set forth by Lessing and later adopted by Goethe; 4) Goethe's *Faust*, Part I and Part II, the reading of the work, its genesis and development, its literary interpretation. This course is necessarily a chief exponent of the poet's life, since *Faust* shows the important steps in the development of Goethe's conception of poetic art. DMj.

DR. SCHUB.

11. Grillparzer: Dramas.—All of Grillparzer's important dramas will be read. Essays in German, based on the principal literature on the subject, discussing the history of the dramas, their genesis, their bearing upon Grillparzer's life and development as a poet, and problems of literary aesthetics will be required.

(This course will not be given unless at least five apply.) DMj.

DR. SCHÜTZE.

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Gothic*, *Old High German*, *Germanic Phonology*, *Schiller*, *Wallenstein*, and *Heine*.

XV. THE ENGLISH LANGUAGE AND LITERATURE. AND RHETORIC.

ACADEMY.

1. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It will consist of exercises based upon the study of a prescribed text-book, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in *practical composition*. Mj.

MR. MARSH.

2. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements in English literature for admission to college, and students who successfully complete the course should have no difficulty in passing the entrance examination. The aim, however, is to make the course valuable not only to such students but also 1) to teachers of English in preparatory

schools, and 2) to all persons who wish to take up either for the first time or by way of review, the more simple and concrete phases of the study of literature. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5 for that year.]

Mj.

MRS. MOORE.

COLLEGE.

3. English I.—This course is designed to be a full equivalent of English I (the *first* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction.

Mj. MR. MARSH.

4. English III.—This course is designed to be a full equivalent of English 3 (the *second* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims 1) to give training in structure, and 2) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends, the emphasis of the course will be laid on exposition and argumentation, text-books will be required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I or by submitting to the instructor an original exposition or argument showing ability.

Mj. MRS. FLINT.

5. English IV.—The work in this course will consist in the preparation of nine long themes, each, roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student will be expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by permission of the instructor, devote his main effort to the division in which he is most interested. Instruction in the course will be personal, not general. Admission may be obtained in one of two ways, 1) by passing creditably English I and English III; 2) by submitting to the instructor a manuscript showing literary ability. *This course carries no credit.* The fee is \$16.

Mj. MRS. FLINT.

6. English V.—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—*e.g.*, the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing, which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be uncon-

nected in material but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above-mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. *This course carries no credit.* The fee is \$16.

Mj. MRS. FLINT.

7. Masterpieces of English Literature.—In this course a number of masterpieces selected from the works of the greatest English writers are considered. The main aims of the course are: 1) to give familiarity with a few of the greatest works of English literature; 2) to awaken an interest in literature in general and to arouse a desire for a wider knowledge of it, and 3) to give some knowledge of the principles of literary criticism and to cultivate to some extent the critical powers of the student. It is designed as an introduction to the critical study of English literature, and is equivalent to the required college course in this subject.

Mj. MRS. MOORE.

8. The Development of English Literature.—The design of this course is to introduce the student to the whole range of English literature by presenting it in a series of connected masterpieces from Beowulf to Tennyson. The aim will be not only to give some knowledge of the masterpieces in themselves, but to study their *connection* in the development of English literature; to observe the way in which the literature of each period has changed and developed into that of the succeeding period, to note what it has taken from the literature which preceded it, and what it has bequeathed to that which followed it. Some attention will be given also to tracing a connection between the principal historic events and conditions of each period, and the literature of its own and succeeding periods. The course, as a whole, affords a broad foundation for more detailed and critical study. It differs from Course 7 in laying more emphasis upon the historic and comparative phases of English literature.

Mj. MRS. MOORE.

9. Shakespeare: Typical Plays.—The underlying conception or central idea of this course is the development of Shakespeare's mind and art. His plays are regarded as an organic whole, forming the stages in a continuous mental growth—a progressive revelation of their author's genius and the great variety of his powers. To this end the following plays, typical of the various periods in his life as artist, are critically studied in their literary aspect and in the order of their creation: *Henry IV.*, *As You Like It*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. For purposes of comparison the student is required to read also: *The Two Gentlemen of Verona*, *Richard III.*, and *Romeo and Juliet*. Some attention is given incidentally to the history of Shakespeare's laughter—the comic as conceived by the dramatist at the different periods of his life—as throwing light on the growth of his character, intellect, and moral nature.

Mj.

ASSISTANT PROFESSOR TROOP.

10. **The Comedies of Shakespeare.**—The course will consist of studies in *A Midsummer Night's Dream*, *As You Like It*, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure, and characterization. M.

ASSISTANT PROFESSOR TOLMAN.

11. **The Tragedies of Shakespeare.**—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy. M.

ASSISTANT PROFESSOR TOLMAN.

12. **Shakespeare: Julius Caesar.**—This course is intended for any who wish to study a single tragedy with great thoroughness. Tolman's edition of *Julius Caesar* is the prescribed text. M.

ASSISTANT PROFESSOR TOLMAN.

13. **Milton and Dante.**—This advanced undergraduate course comprises the critical study of Milton's *Paradise Lost*, the Epic of Protestantism, and the careful reading (in translation) of Dante's *Divina Comedia*, the Epic of Catholicism. Dante, who interprets all Mediæval Europe, is the closest analogue of Milton, who represents Puritan England and the whole spirit of Puritanism. They preserve and express in forms of epic poetry the profoundest sentiment and highest spiritual aspirations of their respective ages. To bring out these facts and to present in outline the religious philosophy of each of the poets is the main purpose of this course of study. In the case of the English author considerable attention is given to the form through which the thought reaches the reader, and to the peculiar power which lies in Milton's style. It is presupposed that the student has some knowledge of the nature of poetry in general, of its different varieties, and of the various kinds of rhymes, meters, etc.

Prerequisite: *Course 7 or its equivalent.* Mj.
ASSISTANT PROFESSOR TROOP.

14. **English Literature of the Classical Period (1660-1740).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. Mj.

ASSOCIATE PROFESSOR REYNOLDS.

15. **English Literature of the Age of Johnson (1740-1798).**—Rapid reading through the most important literature of the period. Study of illustrative examples of the dominant literary species. Especial stress on this period as one of transition from classicism to Romanticism. Mj.

ASSOCIATE PROFESSOR REYNOLDS.

16. **English Romantic Poets of the Early Nineteenth Century.**—An advanced undergraduate study of typical selections from Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: *Course 7 or its equivalent.* Mj.
ASSOCIATE PROFESSOR REYNOLDS.

17. **English Literature from 1832 to 1892.**—Primarily a reading course corresponding to English 48 in residence. The aim of the course is 1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period, and 2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings,

Clough, Arnold, Rossetti, Morris, and Swinburne among the poets; Thackeray, Dickens, Charlotte Brontë, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, and Stevenson among the essayists.

Prerequisite: *Course 7 or its equivalent.*

Mj.

MR. MARSH.

18. **Studies in the Works of Robert Browning.** M.
MISS RADFORD.

19. **Studies in the Poetry of Tennyson.** M.
MISS RADFORD.

20. **Studies in the Prose and Poetry of Shelly.** M.
DR. TRIGGS.

21. **William Morris.**—A study of the life and work of William Morris as poet, craftsman and socialist.

Mj.

DR. TRIGGS.

22. **Studies in the Works of Walt Whitman.** M.
DR. TRIGGS.

23. **English Essayists of the Nineteenth Century.**—An advanced undergraduate study of six essayists, including a brief preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon typical essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. The method of study is the biographical and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature with the forces of social life. Mj.

ASSISTANT PROFESSOR TROOP.

24. **English Novelists of the Nineteenth Century.**—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret the several fictions as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, a review of the Romantic movement, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj.

ASSISTANT PROFESSOR TROOP.

25. **American Literature: The Renaissance of New England.**—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, unitarianism, transcendentalism, and reform—are incidentally examined in so far as they effected or were effected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj.

ASSISTANT PROFESSOR TROOP.

26. **Modern Realistic Fiction.**—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: George Eliot's *Silas Marner*, Hardy's *Tess of D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoy's *Anna Karénina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Sudermann's *The Wish*, Wilkins's *Pembroke*.

Mj.

MISS RADFORD.

27. Types of the Modern Drama.—A study of ten modern dramas: Tennyson's *Harold*, Browning's *A Blot in the Scutcheon*, Swinburne's *Atalanta in Calydon*, Maeterlinck's *The Blind*, Wagner's *Tannhäuser*, Hauptmann's *Sunken Bell*, Sudermann's *Magda*, Rostand's *Cyrano de Bergerac*, Shaw's *You Never Can Tell*, Ibsen's *Brand*. Mj.

DR. TRIGGS.

28. The Short Story in English and American Literature.—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Poe, Hawthorne, Dickens, Stevenson, Kipling, Hardy, and others, in comparison, so far as may be possible, with the work of recent French masters of the short story—Daudet, De Maupassant, and others. The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj.

MR. MARSH.

***29. Beginning Old English.** Mj. MR. MARSH.

***30. A Study of the Beowulf.**—This study is conducted chiefly from the literary point of view. It presupposes a reading knowledge of Old English. (Informal.) Mj.

MR. MARSH.

XVI. LITERATURE (IN ENGLISH).

1. A Survey of Mediæval Literature.—The chief aim of this course is to acquaint the student with the most important movements in the evolution of mediæval literary life. Selected readings from the histories of literature by G. Paris, Ten Brink, Gaspari, and others will be used as a basis for the work. A reading knowledge of foreign languages, though desirable, is not necessary for undergraduate work in this course. Mj.

DR. CIPRIANI.

2. A Survey of Italian Literature.—The main object is to acquaint the student with the most important movements in the evolution of Italian literary life. Gaspari's *History of Italian Literature* will be used as a basis for the work. A reading knowledge of foreign languages, though desirable, is not necessary for undergraduate work in this course. Mj.

DR. CIPRIANI.

3. Studies in the Italian Renaissance and its Influence on English Literature.—This course aims to introduce the student to the study of sources and influences in his own literature, on the premise that the study of English literature is incomplete if restricted merely to the literary works of English speaking people. Mj.

DR. CIPRIANI.

XVII. MATHEMATICS.

ACADEMY.

1. Elementary Algebra.—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

2. Plane Geometry.—Wentworth's *Plane Geometry* (revised edition). DMj.

ASSISTANT PROFESSOR HOOVER.

3. Solid Geometry.—Wentworth's *Solid Geometry* (revised edition). Mj.

ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. College Algebra.—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

5. Plane Trigonometry.—Bowser's *Treatise on Plane Trigonometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

6. Surveying and Navigation.—Treats of the theory of these subjects. No instruction is given in the use or manipulation of instruments. Schuyler's *Surveying and Navigation*. Mj.

ASSISTANT PROFESSOR HOOVER.

7. Special Trigonometry.—Casey's *Plane Trigonometry* or Chauvenet's *Plane and Spherical Trigonometry*. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

8. Analytic Geometry.—Bowser's *Elements of Analytic Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

9. Calculus.—This course is intended for those who do not wish to take the longer courses in Calculus, but who, nevertheless, desire to round out their previous mathematical work with some knowledge of a subject of such great importance, both in pure mathematics and the natural sciences, as the Calculus. The fundamental principles and the general methods will be carefully studied, and illustrated by simple applications arising in mathematics and the physical sciences. Certain students expecting to take the longer courses may advisedly take this course as an introduction.

Prerequisite: Courses 4 and 5. Course 8, though desirable, is not indispensable. Mj.

ASSISTANT PROFESSOR HOOVER.

10. Calculus.—Osborne's *Differential and Integral Calculus*. DMj.

ASSISTANT PROFESSOR HOOVER.

11. Advanced Calculus.—Byerly's *Differential and Integral Calculus*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

12. Advanced Theory of Equations.—Burnside and Panton's *Theory of Equations*, third edition. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

GRADUATE.

13. Advanced Analytic Geometry.—Loney's *Coördinate Geometry*, or C. Smith's *Conic Sections*, or Whitworth's *Modern Analytical Geometry* (Trilinear, etc.), or Salmon's *Conic Sections*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

14. Solid Analytical Geometry.—C. Smith's *Solid Geometry* (Mj.), Frost's *Solid Analytical Geometry* (DMj.), or Salmon's *Geometry of Three Dimensions* (DMj.). (Informal.)

ASSISTANT PROFESSOR HOOVER.

15. Analytical Statics.—Todhunter's *Statics* (Mj.), Minchin's *Statics* (DMj.), or Routh's *Statics* (DMj.). (Informal.) ASSISTANT PROFESSOR HOOVER.

16. Differential Equations.—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

17. **Dynamics of a Particle.**—Tait and Steele's *Dynamics of a Particle*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

18. **Analytical Mechanics.**—Elementary course. Bowser's *Analytical Mechanics*. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

19. **Advanced Analytical Mechanics.**—Ziwet's *Theoretical Mechanics* or Price's *Analytic Mechanics*. (Vol. III, Infinitesimal Calculus.) (Informal.) DMj.
ASSISTANT PROFESSOR HOOVER.

20. **Twisted Curves and Surfaces.**—Differential Geometry. (Informal.) Mj.
ASSISTANT PROFESSOR HOOVER.

21. **Projective Geometry.**—Reye's *Geometrie der Lage*. (Informal.) Mj.
PROFESSOR MOORE.

22. **Modern Analytic Geometry.**—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj.
PROFESSOR MOORE.

23. **Analysis.**—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal.) 4 Majors.
PROFESSOR MOORE.

24. **Theory of Functions of a Complex Variable.** Burkhardt's *Einführung in die Theorie der Analytischen Funktionen einer Complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal.) DMj.
PROFESSOR MOORE.

25. **Elliptic Functions.**—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal.) DMj.
PROFESSOR MOORE.

26. **Algebra.**—Weber's *Lehrbuch der Algebra*. (Informal.) DMj.
PROFESSOR MOORE.

27. **Numbers.**—Bachmann's *Zahlentheorie*. (Informal.) DMj.
PROFESSOR MOORE.

XVIII. ASTRONOMY.

1. **Elementary Astronomy.**—Deals with the fundamental facts, principles, and methods of the science. Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal.) Mj.
ASSISTANT PROFESSOR MOULTON.

2. **Analytical Mechanics.**—Elementary course, Bowser's *Analytical Mechanics*. (Informal.) Mj.
ASSISTANT PROFESSOR MOULTON.

3. **Advanced Analytical Mechanics.**—Ziwet's *Theoretical Mechanics*. (Informal.)

Prerequisite: Courses 11 and 13 in the Department of Mathematics and Course 2 in Astronomy. Mj.

ASSISTANT PROFESSOR LAVES OR
ASSISTANT PROFESSOR MOULTON.

4. **Celestial Mechanics.**—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dziobek, *Mathematical Theories of Planetary Motions*. (Informal.)

Prerequisite: Course 3 or its equivalent, and a reading knowledge of French. Mj.

ASSISTANT PROFESSOR LAVES OR
ASSISTANT PROFESSOR MOULTON.

XIX. PHYSICS.

1. Elementary Physics.

A. **Mechanics, Sound, and Heat.**—This course corresponds essentially to the first Major of Course 0, given at the University, and is designed to cover the first half year's work in elementary Physics as given in high schools and academies. A text is followed rather closely in the reading lessons, supplemented by new problems and references to other text-books. The apparatus for the required laboratory work, together with detailed instructions for setting up the apparatus and performing the experiments, are packed in a special case and shipped to the student. Reports on both the reading and laboratory work will be submitted for approval or correction. A deposit of \$15 is required for the loan of the apparatus. This will be refunded when the same is returned intact, less expressage and \$3, the loan fee. Mj.

B. **Electricity, Magnetism, and Light.**—A continuation of Course A, and the equivalent of the second half year of High-School Physics. The plan for text and laboratory work laid down under Course A is followed in this course. A deposit of \$10 is required for the loan of apparatus. This will be refunded when the same is returned intact, less expressage and \$2.50, the loan fee. Courses A and B together constitute the admission unit in Physics. Mj.

MR. HOBES.

XXI. GEOLOGY.

1. **Physiography.**—The course embraces the following general subjects: 1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon with the consequent changes in the length of day and night and the seasons; 2) the atmosphere—its constitution, temperature, pressure and movements, weather changes and climate; 3) the ocean—its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land—the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of Course 1 offered in residence, and is suited to the needs of those who teach Physical Geography and Physiography in preparatory schools. Mj.

DR. CALHOUN.

*2. **General Geology.**—This course treats of the leading facts and principles of geology and the more important events of geological history. It embraces the following general subjects: 1) rocks composing the earth's crust; 2) dynamical geology—the work of atmospheric, aqueous, igneous, and organic agencies treated in a manner to supplement the physiographic studies of Course 1; 3) structural geology—the origin and structure of the igneous, metamorphic, and sedimentary rock formations; 4) historical geology—a systematic study of the development of the series of geological formations with especial reference to the evolution of the North American continent. In this connection will be considered the historical development of organic life forms. This course covers the ground of Course 2 given in residence and is adapted

to the needs of teachers in high schools and academies and to students not intending to specialize in geology. Course 1, while desirable, is not a prerequisite. Mj.

DR. ALDEN.

3. Economic Geology.—This course is designed to give a general knowledge of the principles governing the formation and occurrence of the more important ores and non-metalliferous deposits, and of the conditions, commercial and otherwise, which limit their exploitation. It covers the study of: 1) structural materials—including building stones, clays, limes, mortars, and cements; 2) fuels—including coal, petroleum, and natural gas; 3) principles controlling the deposition of ores—including the nature of ores, the forms of ore bodies, and their relations to the structural features of the containing rocks, the formation of cavities in rocks, underground waters, their composition, circulation, and work; 4) ores of metals—including iron, copper, lead, zinc, gold, and silver. No attempt will be made to cover the entire field, but typical districts or occurrences will be studied in each case. Incidentally it is hoped the student will learn how to study any other district or ore with which he may later come in contact, and to that end he will be put into touch with the general literature of the subject. The general methods of treatment will in each case be outlined. The course is not designed for beginners, and the student will be expected to be familiar with the common rocks and minerals. Mj.

Prerequisite: *A course in general geology or a practical knowledge of geology gained by experience in mining, etc.*

DR. BAIN.

XXII. ZOOLOGY.

1. Animal Life.—A course equivalent to college entrance requirements, designed primarily to cultivate an intelligent interest in animal forms, habits, and activities, and in their adaptations to place and mode of life. The types studied will all be inland forms most of which, in view of the objects of the course, the student will be required to collect. In certain cases, however, materials for study may be supplied. Outlines for study will be furnished and reading will be assigned to help the student to understand general relations. Some dissection will be necessary. A compound microscope will be found useful but is not essential. The work can be adapted to those interested in Nature study, and will be helpful to high-school teachers of biology, though it is quite elementary. The cost of text, instruments, note-books, and materials will be about \$7.50. The work will be based on Davenport's *Elements of Zoölogy* or Jordan's *Animal Life*. Mj.

MR. LARGE.

2. Faunistic Zoölogy.—A study of local faunas, intended for students of collegiate grade. The work will be adapted to individual inclinations or needs, and may limit itself to work on particular groups, or it may attempt to cover the entire fauna of an area. In general the student will be directed in making field observations, in breeding insects and aquatic animals, and in making collections illustrating biological principles. By bringing students of different sections in mutual correspondence, opportunity will be given for comparative study of faunas. Mj.

ASSOCIATE PROFESSOR DAVENPORT AND MR. LARGE.

3. General Morphology of the Invertebrates.—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history

of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about 25 forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$2.50 for each Major. DMj.

DR. CHILD OR DR. E. H. HARPER.

4. General Morphology of the Vertebrates.—This course covers the ground of Course 3 offered in residence. It is intended to complete the survey of the animal kingdom begun in the course on the Invertebrates, but that course, although affording a desirable preparation for this one, is not a prerequisite. The work will consist of assigned reading and dissection. The following type forms will be supplied: Tunicate, Amphioxus, Elasmobranch, and either the Frog or Necturus, and the student will be expected to work out the life history, development, and metamorphosis of the frog as illustrative of vertebrate development. A fee of \$2.50 is charged for material. Mj.

MR. TOWER.

XXIII. ANATOMY.

1. Methods in Animal Histology.—In this course the principles and main methods of making and studying histological preparations are taken up. The tissues of the dog or cat are used for material. The microscope, its proper care and use, are dealt with. In the practical work the student will prepare specimens by the various methods of fixing, hardening, staining, and sectioning now in general use. This course is designed especially for medical students and for practitioners who wish to become familiar with modern technique. A good pocket lens, a compound microscope, dissecting instruments, microtome, stains, and reagents are necessary. Apparatus can be supplied at reduced rates. Mj.

PROFESSOR BARKER AND DR. REVELL.

XXIV. PHYSIOLOGY.

1. Elementary Physiology.—This course corresponds to Course 1 given at the University. The aim is to acquaint the student with the fundamental physiological processes taking place in the human body. The work will consist principally of readings in standard text-books on Physiology with exercises based thereon, but in addition the student will be required to perform a number of simple experiments. These will consist of observations on his own body and experiments which can be made on domestic animals, etc. This course will appeal 1) to students desiring to meet college-entrance requirements in Physiology; 2) to those who contemplate attending medical or dental schools; 3) to those who wish a general knowledge of this subject for culture purposes. Mj.

DR. NEILSON.

2. General and Special Physiology.—This course will be an extension of Course 1. It aims to go more deeply into the facts and theories of physiological processes. From the nature of the course, extensive reading and many experiments will be required. The different bodily processes will be discussed, and experiments will be made to demonstrate these processes. The experiments will require apparatus, part of which the student can make and part of which he can buy, or in some cases borrow from the Physiological Department. This course will appeal especially 1) to

teachers in high schools and academies; 2) to students in colleges, medical or dental schools, wishing advanced work in Physiology. The outlines give full directions for using the apparatus and making the experiments.

Mj. or 3M.
DR. NEILSON.

XXVII. BOTANY.

1. **Elementary Plant Physiology.**—This course corresponds to Course 2, given in the University. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard textbook. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections.

Mj.

PROFESSOR BARNES AND DR. LIVINGSTON.

2. **Elementary Plant Ecology.**—This course covers essentially the same ground as Coulter's *Plant Relations*, and does not necessarily require previous botanical training, though some work in plant analysis and in a study of plant structures is highly desirable. The work consists chiefly of the study of plants from the standpoint of function, and also the modifications which are produced by different environments.

Mj.
DR. WHITFORD.

3. **Methods in Plant Histology.**—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor.

Mj.

DR. CHAMBERLAIN.

4. **General Morphology of the Algae and Fungi.**—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks' course in the University. The fifty types studied represent all the main groups of Algae and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material furnished.

Mj.

DR. CHAMBERLAIN.

5. **General Morphology of the Bryophytes and Pteridophytes.**—A course similar to the one in Algae and Fungi, and requiring that course (or its equivalent) as a prerequisite. There are needed for this work skilfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50.

Mj.

DR. CHAMBERLAIN.

6. **General Morphology of the Gymnosperms and Angiosperms.**—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. The most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of

Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5. Mj.

DR. CHAMBERLAIN.

7. **Laboratory Ecology.**—In this course the various plant tissues are studied in relation to their functions. Especial attention is paid to the variations in structure, so far as they depend on changes in environment. Students who elect this course should have a knowledge of elementary Botany, and should have access to a compound microscope. A knowledge of German is highly desirable. Fee for material and loan of slides, \$2.50.

Mj.

DR. WHITFORD.

8. **Field Ecology.**—This course is designed primarily for those students who have taken the work in elementary Ecology, and who desire to pursue further investigations along this line. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.)

Mj.

DR. COWLES.

XXVIII. PATHOLOGY AND BACTERIOLOGY.

1. **Elementary Bacteriology.**—This course is designed for those who do not wish to set up a laboratory, and will consist of: 1) reading of prescribed textbooks and magazines bearing upon the morphology, classification, and characteristics of bacteria, and their use in the arts; 2) the writing of themes on subjects assigned by the instructor; 3) the study of sealed cultures of different colored and non-colored bacteria; 4) simple experiments on kitchen utensils; 5) experiments on milk, a) the care of milk, b) the pasteurization and sterilization of milk.

Mj.

DR. DAVIES.

2. **Bacteriological Technique.**—The work will cover the following subjects: 1) the manipulation of the microscope; 2) the methods of staining various bacteria; 3) the methods of growing and studying bacteria; 4) the principles of sterilization; 5) the methods of pasteurization as applied to the treatment of milk; 6) the determination of the number of bacteria in water and milk.

Mj.

DR. DAVIES.

3. **Advanced Bacteriology.**—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and to practitioners. A fee of \$5 is charged for material.

Mj.

Prerequisite: Course 2 or its equivalent.

DR. DAVIES.

4. **Clinical Examination of Blood and Secretions.**—This course will consist of: 1) the examination of fresh blood; 2) counting the corpuscles; 3) the determination of haemoglobin; 4) specific gravity determination; 5) the staining of the malarial parasite; 6) the study of dried and stained specimens; 7) bacterial examination of blood and secretions; 8) reading and writing of papers bearing upon the work. A fee of \$2.50 is charged for material.

Mj.

Prerequisite: Course 3 or its equivalent.

DR. DAVIES.

XL1. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. **Outline of Hebrew History.**—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj.

ASS'T PROFESSOR WILLETT OR DR. J. M. P. SMITH.

2. **Old Testament Prophecy.**—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: 1) the controlling ideas in the teaching of each of the great prophets; 2) the relation of the prophet and his work to the political and social movements of his day; 3) the attitude of the prophet toward the priest and priestly institution; 4) the place of prophecy in the preparation for the work of Christ. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR W. R. HARPER AND DR. J. M. P. SMITH.

3. **Old Testament Worship.**—A study of the element of worship and the institutions connected with worship in the Old Testament. Special consideration will be given to such topics as: 1) the priest; 2) place of worship; 3) sacrifice; 4) feasts; 5) tithes; 6) clean and unclean, etc. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR W. R. HARPER AND DR. J. M. P. SMITH.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. **The Life of Christ in Connection with the Gospel of Luke.**—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teaching. Mj.

MR. RUSSELL.

2. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; and application to present life and character. Mj.

MR. RUSSELL.

3. **The Acts.**—The chief topics for investigation will be 1) The *Organization* of the church, its source, development, officers, members, method of government, rites, services, etc.; 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people; 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth; 4) The *Belief and Teaching* of the church, concerning the way of salvation, the resurrection, the person of

Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc.; 5) The *Practice* of the church concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself; 6) God's *Providence* sustaining and directing the church; 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M.

MR. RUSSELL.

XLIV. SYSTEMATIC THEOLOGY.

1. **Outline Course in Systematic Theology.**—The course is intended to give a general acquaintance with the field of systematic theology, with especial reference to the problems which are today attracting chief attention. The first half of the course is devoted to a general introduction to the subject. Lobstein's *Introduction to Protestant Dogmatics*, and Sabatier's *Outlines of a Philosophy of Religion* will form the basis of the work. The second half of the course is devoted to the contents of systematic theology. Clarke's *Outline of Christian Theology* is the textbook used. The contents of these three books are to be carefully analyzed and criticised on the basis of questions and topics furnished by the instructor. Mj.

MR. G. B. SMITH.

2. **Christian Ethics.**—This course attempts to set forth the moral aspects of the Christian religious experience. The psychological constitution of the moral disposition of the Christian is investigated. The Christian moral ideal is differentiated from the naturalistic theories of ethics set forth by the Greek philosophers and by modern utilitarian and evolutionist schools, and from the theory of supernatural legalism as exhibited in Judaism. The moral motive—power of the Christian, and the fundamental canons of moral judgment are discussed, with suggestions as to the method of determining duty in the various fields of human activity. The course thus serves as an introduction to the study of social ethics from the Christian standpoint. The work will be done on the basis of a syllabus with collateral reading. Registrations will be accepted after Jan. 1, 1904. Mj.

MR. G. B. SMITH.

3. **Apologetics.**—A critical study of Kaftan's *The Truth of the Christian Religion*. (Informal.) Mj.

Prerequisite: Courses 5, 7, 8 and 9 in the Department of Philosophy or an equivalent. Registrations will be accepted after April 1, 1904. Mj.

4. **The Theological Significance of Leading Movements of Thought in the Nineteenth Century.**—The Philosophy of Kant and of Hegel, the theological principles of Schleiermacher and of Ritschl, Comte and the Positive Philosophy, the development of biblical criticism, and the rise of the Philosophy of Evolution are the chief topics for study. The problems raised for theology by these movements will be carefully considered. Those taking the course should have access to an adequate library, or should be willing to incur considerable expense for books. (Informal.) DMj.

Registrations will be accepted after July 1, 1904.

MR. G. B. SMITH.

XLV. CHURCH HISTORY.

1. **Church History Prior to Constantine (30-311 A. D.).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; perse-

eution and martyrdom; written attacks; apologies; the New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj.

PROFESSOR HULBERT.

2. **The Protestant Reformation.**—Extent and state of Christendom at the opening of the Sixteenth Century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

LIBRARY SCIENCE

1. **Technical Methods of Library Science.**—This course is designed as an elementary training in prac-

tical library work for those who are unable to attend a library school. It deals with cataloguing, classification, accessioning, shelf-listing, bookbinding, gift work, periodicals, and loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at the University. As preparation, students should have at least two years of college education or its equivalent. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons.

Mj.

MISS ROBERTSON.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. **The English Theological Seminary** of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, *while twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a

ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University, when requested, with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required) as govern the regular courses of the Correspondence-study Department.

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any *degree* is allowed on these courses *Certificate*. They count only toward the English Theological Seminary

1B. **English Composition and Rhetoric.** Mj.

MR. MARSH.

2B. **Outlines of Greek and Roman History.** Mj.

ASSOCIATE PROFESSOR MONCRIEF.

3B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj.

PROFESSOR ANDERSON OR PROFESSOR JOHNSON.

4B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age. Mj.

PROFESSOR HENDERSON.

5B. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration. Mj.

PROFESSOR HENDERSON.

6B. **Church History Prior to Constantine (30-311 A. D.).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the Church consti-

tution and discipline; life and worship; heresies and sects; development of doctrines. Mj.

PROFESSOR HULBERT.

7B. **Church History—The Protestant Reformation.**—Extent and state of Christendom at the opening of the Sixteenth Century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

8B. **Apologetics.**—The nature, problem, scope, and method of Apologetics viewed as a science; a statement and vindication of the Christian theory of the universe, its postulates and its rationality, against such views as Pantheism, Deism, Materialism, Agnosticism, Pessimism, Optimism; the universality and finality of the Christian religion. Mj.

PROFESSOR FOSTER.

9B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj.

PROFESSOR MATHEWS.

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THE UNIVERSITY OF CHICAGO
The University of Chicago
FOUNDED BY JOHN D. ROCKEFELLER

ANNOUNCEMENTS

VOL. IV

JULY, 1904

NO. 5

CORRESPONDENCE-STUDY DEPARTMENT



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LOUISE MALLINCKRODT KUEFFNER, A.M., *Non-Resident Reader in German.*

III. GENERAL INFORMATION.

The General Plan for Extra-Mural Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its classrooms in two ways: 1) By lecture-study courses, 2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs:

1. The Correspondence Work in General.—Experience has shown that in many lines of study correspondence-instruction secures results highly satisfactory both to the student and to the instructor. *Direction* and *correction* may be given often-times as effectively by written as by spoken word.

2. Purpose and Constituency.—This Department of the University Extension Division does not provide a *curriculum* leading to a degree, but furnishes a *list of courses* from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: 1) Students preparing for college; 2) college students who are unable to pursue continuous resident study; 3) grammar and high-school teachers who have not had and cannot avail themselves of resident college instruction; 4) teachers and others who have had a partial college course and wish to work along some special line; 5) instructors in higher institutions who desire assistance in the advanced study of some subject; 6) professional and business men who wish technical advice; 7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; 8) all who desire a broader knowledge or a more thorough scholarship.

3. Method of Instruction.—Each correspondence-course is arranged to cover the same ground as the residence course on the same subject, and con-

sists, therefore, of a definite amount of work. The terms Major (Mj) and Minor (M) indicate that, if the correspondence course were given as a residence course, it would run through twelve weeks or six weeks respectively. Courses are of two kinds, formal and informal.

1) *Formal* courses are conducted by means of lesson sheets which furnish suggestions and assistance and assign the tasks to be performed. After preparing for recitation the student writes out the tasks assigned in the lesson sheet, the answers to such questions as are set therein, together with any questions or difficulties which may have arisen in his study, and mails this work to his instructor. This recitation paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In like manner every lesson is carefully criticised by the instructor and returned so that each student receives *personal guidance and instruction* throughout the course.

2) *Informal* courses are designed for a special class of students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a

thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are *formal* when not otherwise indicated.

4. Admission.*

- 1) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student, however, the University does require certain information called for on the formal application blank, and reserves the right to accept or reject applicants on the basis of the data thus furnished. This blank will be supplied upon request. *It should, in every case, accompany the fee for a new course.*
- 2) A correspondence student whose standing in one of the colleges or schools of the University has not been definitely determined is ranked as an *Unclassified Student*.

5. Recognition for Work.

- 1) A certificate is granted for each correspondence course successfully completed.
- 2) The University accepts correspondence work as qualifying in part for the degree, on the following conditions:
 - a) The applicant shall present a certificate for the work performed.
 - b) He shall pass an examination on the course at such time as is most convenient to himself and his instructor either at the University or, if elsewhere, under supervision which has been approved by his Dean.
 - c) Only those who receive a grade of A, B, or C, will be regarded as having passed.
 - d) If the correspondence student has not been a resident student, the record of his work and examination remains in the Correspondence-study Department until after this condition is realized. It is then transferred to his record of resident work and applied toward the degree.
 - e) See also Regulations 1, 2, and 5.

6. Regulations.

- 1) The University of Chicago grants no degree for work done wholly in absence. A candidate for any degree must spend *at least* one year (three quarters) in resident study at the University of Chicago and secure credit for nine Majors of resident work there.
- 2) A student may not do more than twelve of the thirty-six Majors of college work required for the *Bachelor's* degree, nor more than one of the estimated three years of graduate work for the *Doctor's* degree by correspondence. The balance of the work required for these degrees must be done *in residence*, either at the University of Chicago or at other institutions whose work is known to be thorough; but in the latter case *cf. 6, 1*). Correspondence courses cannot count directly toward the *Master's* degree, inasmuch as only one year and nine Majors of resident study (the minimum resident study requirement for any degree) is required for this degree.

- 3) A student will not be allowed to register for more than two correspondence courses at a time, except by consent of the Director of the University Extension Division.
- 4) A student may begin a correspondence course at any time in the year.
- 5) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- 6) A student will be expected to complete any course or courses *within one year from the end* (*i. e.*, March 23, June 23, September 23, December 23) of that Quarter in which he registers.
- 7) A student who for any reason, does not report either by lesson or by letter within a period of ninety days, thereby forfeits his right to further instruction in return for the fee paid.
- 8) Extension of time will be granted: 1) *For a period equal to the length of time which a correspondence student spends in resident study at the University of Chicago*, providing due notice is given the Secretary and the Instructor both at the beginning and the end of such resident study. 2) *For one full year from the date of expiration of the course*, if, on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time [*cf. § 6, 6*]), providing (a) he secures the consent of the Secretary and his Instructor and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his Instructor cannot be recognized by the Department.
- 9) During an instructor's vacation a substitute will, *if possible*, be provided.
- 10) All correspondence students who have not matriculated in the University are required to do so. This matriculation is general for the whole University and is paid but once.
- 11) No fees can be refunded on account of a student's inability to enter upon or continue a course.
- 12) The matriculation fee will not be refunded in any case.
- 13) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- 14) A student will be required to pay for but one Major of a Double Major (DM) course (*e. g.*, Course 1 in Greek, Latin, French, Plane Geometry, etc.,) at a time.
- 15) Ordinarily, a Major consists of forty, and a Minor of twenty lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a *definite amount of work* [*cf. § 3*]; the number of lessons into which it is divided being incidental.
- 16) Courses announced as Majors cannot be taken as Minors.

* NOTE.—If the correspondence student comes to the University of Chicago later on for resident study, he must comply with the requirements for admission to resident work (see Circular of Information of the Colleges, pp. 11 ff.).

17) Each Major or Minor taken by correspondence will be the equivalent of a Major or Minor on the same subject taken in residence and will secure corresponding University credit [*cf. § 5*].
 18) Except when otherwise indicated, all informal courses will be given as Majors.

7. Expenses.

1) All fees are payable in advance.
 2) The matriculation fee is \$5 [*cf. § 6, 10*]]; the tuition fee for each Minor (M) course is \$8, for one Major (Mj) course \$16. If a student registers at the same time for two Major (Mj) courses the tuition fee is \$30, for three Major (Mj) courses \$40 [*cf. § 6, 3*]]. No reduction is made for Minor courses taken simultaneously. The tuition fee includes payment for the instruction sheets received. Text-books which cannot be borrowed [*cf. § 10*] must be purchased by the student.
 3) The student is required to enclose postage for the return of the lesson-papers [*cf. § 6, 13*].
 4) All money should be sent by draft or money order, *not by cheque*, made payable to THE UNIVERSITY OF CHICAGO.

8. Method of Registration (Recapitulated).

1) File with the Secretary of the Correspondence-study Department a formal application for each course desired. The required application blank will be furnished upon request [*cf. § 4, 1*]).
 2) *Forward with the formal application the necessary fees:* (a) \$5 for matriculation, if not matriculated in the University [*cf. § 6, 10*]]; (b) \$8 for each Minor course, or \$16, \$30, or \$40, according as one, two, or three Major courses are applied for; (c) An additional fee for certain courses in Physics, Chemistry, Zoölogy, Botany, and Bacteriology.
 3) A student registering for English Theological Seminary courses will pay \$3 for each course taken.

9. Scholarships and Awards.*

1) A Scholarship of one Quarter's full tuition in residence (\$40) will be awarded for every four different Major correspondence courses which a student satisfactorily completes and passes by examination.
 2) A Scholarship of one Quarter's full tuition in residence (\$40) will be awarded annually on April 1 to each of the three students who have satisfactorily completed and passed by examination the greatest number of Major correspondence courses during the preceding twelve months. To qualify for this Scholarship one must thus finish *at least* three Majors during the period.
 3) The names of those who win Scholarships and of those who have satisfactorily completed and passed by examination three or more Major correspondence courses by April 1 of each year, will be printed in the ANNUAL REGISTER of the University.
 4) The ANNUAL REGISTER will be sent to each correspondence student whose name appears therein.
 5) The University Record will be sent for one year to every correspondence student who registers for one or more Major courses.
 10. Books, etc.—Text-books, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application. *In exceptional cases* some of these books may be borrowed from the University Library. Applications for loans should be addressed to the Librarian of the University of Chicago.
 11. Lecture-study.—Attention is called to the special circular relative to lecture-study work which may be obtained on application.

IV. COURSES OF INSTRUCTION.

I. PHILOSOPHY.

1. Elementary Psychology.—This course takes up the general study of mental processes. It aims to train the student to observe the processes of his own experience and those of others, and to appreciate critically whatever he may read along psychological lines. It is introductory to all work in philosophy and pedagogy, and is required of all candidates for the Bachelor's degree. Mj.

ASSOCIATE PROFESSOR MOORE.

2. Advanced Psychology.—This course pre-supposes such an acquaintance with the subject-matter of Psychology as may be gained from Course 1 or from intimate acquaintance with James's *Briefer Course in Psychology*, Ladd's *Outlines of Descriptive and Explanatory Psychology*, Tichener's *Primer of Psychology*, or Wundt's *Outlines of Psychology*. It may then

properly be described as a continuation of the study or an advance upon the really elementary study of the subject as found in the texts named, with a view to further grounding in the methods and results presented in recent literature. Mj.

DR. MACMILLAN.

3. Psychology of Religion.—A study will be made of Starbuck's *Psychology of Religion*, and Coe's *The Spiritual Life* with reference to James's *Varieties of Religious Experience*. Special attention will be given to the phenomena of conversion in its various forms. These will be treated from the standpoint of adolescence, attention, imagery, habit, emotion, etc. M.
 DR. AMES.

4. Ethics.—An introductory course intended 1) to familiarize the student with the main aspects of ethical

*The Scholarships are good for any Quarter. Two Minors will be considered the equivalent of a Major. In awarding the Scholarships under 2) if two or more persons have completed the same number of Majors the amount of the Scholarship will be divided equally among them.

theory, and through this 2) to reach a method of estimating and controlling conduct. The main divisions of the course are: *a*) the general nature of moral conduct; *b*) the psychology of obligation, conscience, responsibility, and freedom; *c*) an historical and critical study of the various standards of estimating conduct with special attention to Mill, Spencer and Kant. This course is the second course in philosophy required of all candidates for the Bachelor's degree. Mj.

ASSOCIATE PROFESSOR MOORE.

5. Introduction to Philosophy.—An introduction to current philosophic problems such as: knowledge of the external world; the validity of thought; relation of the physical and the psychical; the meaning of truth and error; freedom and necessity, etc. The problems will be discussed in their setting in the history of modern philosophy, and in their bearings upon present scientific, social, and religious tendencies. Mj.

ASSISTANT PROFESSOR GORE.

6. Greek and Mediaeval Philosophy.—This course is designed 1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and 2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato and to Aristotle's *Ethics*. Mj.

PROFESSOR TUFTS.

7. Modern Philosophy.—Descartes to Hume, with special study given to Descartes's *Meditations*, Locke's *Essay*, Berkeley's *Principles of Human Knowledge*, and a portion of Hume's *Treatise on Human Nature*. (Informal.) Mj.

PROFESSOR TUFTS.

8. Introduction to Kant.—Watson's *Selections* and Mahaffy and Bernard's editions of *The Critique of Pure Reason*, and *Prolegomena*, will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's *Leibnitz* will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of *The Critique* as found in Watson's *Selections*. (Informal.)

Prerequisite: *Course 7, or its equivalent.* Mj.

PROFESSOR TUFTS.

9. Movements of Thought in the Nineteenth Century.—The course is a continuation of the history of Modern Philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will necessarily be

superficial, touching only upon the important moments in the development of thought during this century. Mj.

PROFESSOR TUFTS.

10. Educational Psychology.—A study of the fundamental psychological processes in their bearings upon educational problems, including an account of the stages of mental development and the principles of observation and interpretation of individual children. Mj.

ASSOCIATE PROFESSOR MOORE.

11. The History of Education.—This course will make a study of the methods of those schools which have exerted a marked influence on the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not a part of the history of education, and will not be given special attention in this survey. Mj.

DR. DOPP.

12. A Comparative Study of the School Systems of Germany, England, and the United States.—The course will trace the historical development of the existing systems of elementary and secondary education, with especial emphasis upon the characteristic ideals that have differentiated them, and upon present tendencies. Mj.

PROFESSOR BUTLER.

13. The Practice and Organization of Education as Teaching.—The general aim of this course is to enable teachers who are now at work, and who have an interest in their profession, to acquaint themselves with the aims of teaching and to study the problems connected therewith. It is essentially for those who desire to keep abreast of modern educational thought and practice. Mj.

ASSOCIATE PROFESSOR LOCKE.

***14. Elementary School Methods.**—This course will deal with the principles involved in the selection of the subject-matter in History, Nature-Study, Language, and Mathematics; and with the most effective methods of teaching these subjects. Mj.

DR. DOPP.

15. Social Occupations in Elementary Education.—This course is designed to meet the needs of those supervisors, principals and teachers who are attempting to make room for practical activity as a regular feature of elementary education. It aims 1) to afford an insight into the principles of selection by means of which the educational value of the various occupations may be tested; 2) to present the most fundamental features in the development of social occupations among Aryan peoples; 3) to show the relation of the child's psychical attitudes to the serious activities of the race; 4) to indicate what modifications of the serious occupations of life that are introduced into the school are demanded by a recognition of differences due to *a*) natural

* Registrations will be accepted after January 1, 1905.

† Registrations will be accepted after October 1, 1904.

environment, b) social needs, and c) psychical attitudes; 5) to make a practical application of the results of this course to the work in primary, intermediate, and grammar-school grades; 6) to help the teacher gain information regarding the literature of the subject and the nature of the materials and apparatus required.

Mj.
DR. DOPP.

16. General Course in Child-Study.—This course will be devoted to a systematic study of the problems, methods, and results of recent investigations in child life. Three or four selected texts, presenting different phases of the subject-matter, will be prescribed. Mj.

DR. MACMILLAN.

SCHOOL OF EDUCATION.

17. Froebel's Educational Ideals.—This course aims to trace the evolution of educational ideas that were organized into a working system by Froebel, to examine the theoretic side of that system through a study of the *Education of Man*, the *Pedagogics of the Kindergarten*, and *Mother Play Book*, and to study the relation of these theories to present educational thought.

Mj.
MISS PAYNE.

II. POLITICAL ECONOMY.

1. The Principles of Political Economy.

A.—This course is designed to acquaint the student with economic principles and to develop the power and habit of logical thinking upon economic questions. It is based upon John Stuart Mill's *Principles of Political Economy*. Mj.

B.—A continuation of the preceding course. Its aim is to give further training in economic thinking, and to prepare the student for special courses in economics. Cairne's *Some Leading Principles of Political Economy Newly Expounded* and Marshall's *Principles of Economics* are used. Mj.

ASSISTANT PROFESSOR HOWERTH.

2. Railway Transportation.—This course gives a general view of the subject. It treats of the economic, financial, and social influence arising from the growth of modern railway transportation, especially as concerns the United States. Special attention will be given to the history and development of railways, theories of rates, competition, combination, investments, speculative management, state ownership or control, and various relations of the state, the public, the investors, the managers, and the employés. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

3. Banking.—A comparison of the banking systems of the United States, England, France, Germany, Switzerland, and other countries will be made, with special attention to the manner in which each meets the problems of currency (coin, note, and deposit), reserves, discount, and exchange. The relations of the banks to the public, and their influence on speculation, their management in financial crises, their special dangers, and their most efficient safeguards, will be subjects of special study. (Informal.) Mj.

ASSISTANT PROFESSOR HILL.

4. Outlines of Public Finance.—In this course the principles of public finance will be developed with

especial reference to the financial history of the United States, which is followed in detail from the organization of our national system in 1789 to the close of the Spanish War. The following topics may be mentioned as indicating the scope of the course: the establishment of the Treasury Department, the funding and management of the debt, the first and second United States Banks, the Independent Treasury and the present system of national banks, the collection of revenue and disbursement of public money, Civil War financing, the issue of treasury notes, legal tenders and silver certificates, the demonetization of silver, inflation of the currency and the gold reserve, the Currency Act of 1900. These special studies will be supplemented by a discussion of the general principles underlying our financial policy as regards revenue, taxation and expenditure, currency, debts, and banking.

Mj.

ASSISTANT PROFESSOR CUMMINGS.

5. Tariffs, Reciprocity, and Shipping.—The course of legislation and the development of our tariff policy is here followed, and an effort made to indicate the influence of federal legislation upon our industrial development, upon the growth and character of our international trade, and incidentally upon the occurrence of industrial crises and the continuance of industrial prosperity. Especial attention will be given to the negotiations of reciprocity treaties, and to the recent attempts which have been made to build up American shipping.

Mj.

ASSISTANT PROFESSOR CUMMINGS.

6. The Labor Movement.—An historical and comparative study of the labor movement in the United States and in foreign countries, and of the concrete issues involved in the organization of labor into trades unions, the precipitation and conduct of strikes, the negotiation of wage compacts, labor legislation, workingmen's insurance and provision for the unemployed, co-operation and profit-sharing. These studies will be supplemented by statistical data upon the movement of wages during the nineteenth century, the condition of labor in the "sweated" and in other industries, and upon the social condition of wage-earners in different countries. The rise of the factory system and the social consequences of the Industrial Revolution will be considered in detail, and the student will be expected to apply economic principles in such concrete cases as the recent coal strike. Mj.

ASSISTANT PROFESSOR CUMMINGS.

7. Socialism.—A study of the history and theory of socialism and its bearing upon present social conditions. The course is informal, and may be pursued with profit by anyone who is interested in modern social questions.

Mj.

ASSISTANT PROFESSOR HOWERTH.

III. POLITICAL SCIENCE.

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj.

DR. MERRIAM.

2. Civil Service in the United States.—The topics to be examined are: The early English administration as a basis for the American development; early American officers; the federal administrative system in comparison with that developed by the commonwealths; the elective and the appointive method of selection; civil service reform; the relation between different branches of the administration and other departments of the government. Mj.

Prerequisite: *Course 1 or its equivalent.*

DR. BRECKINRIDGE.

3. Political Parties.—In this course the organization and methods of action of political parties in the United States are considered. The various types of primaries, the legal regulation of primaries, the organization and procedure of conventions, the conduct of the campaign, the organization of party machinery, the workings of the organization, the function of parties are the principal topics discussed. Mj.

DR. MERRIAM.

4. Comparative Politics.

A. Comparative National Government.—This course is a comparative study of the systems of government in the leading nations of the world. Particular attention will be given to Germany, France, Great Britain, and the United States, with incidental reference to other countries presenting features of especial importance. The structure of the governments, the constitutional functions of the various departments, and the actual workings of the systems will be examined. Mj.

B. State Governments in the United States.—This course presents a comparative study of the structure and functions of the governments in the various states of the Union. Qualifications for suffrage, the organization and powers of the legislative, executive, and judicial departments, the amendment of constitutions, and the leading tendencies in state administration are discussed. Attention is also given to the historical development of these features of state government. Mj.

C. Municipal Government.—This course is a comparative study of the modern municipality, American and European, in its legal, constitutional, and administrative aspects. Special consideration will be given to the questions of municipal home rule, municipal ownership, and municipal politics in leading cities of Germany, France, England, and the United States.

Prerequisite: *Course 1 or its equivalent.* Mj.

DR. MERRIAM.

IV. HISTORY.

ACADEMY.

1. History of Antiquity to the Death of Constantine (337 A. D.).

A. Oriental and Greek History to 146 B. C.—This includes a general narrative and descriptive history of Greece to the Roman conquest, with a brief introductory sketch of the Oriental nations that especially influenced Greek civilization. M.

B. Roman History to 337 A. D.—This course aims to give the student a general view of Roman history

from the early republic to the establishment of the later empire in the fourth century, and pays special attention to the government and institutions of the latter as a basis for an intelligent study of the Mediaeval period. M.

MISS KNOX.

COLLEGE.

2. History of Antiquity to the Fall of the Persian Empire.—In this course the history of the nations of the ancient East—Babylonia, Egypt, Assyria, Syria, Israel, etc.—is studied in its development from the beginnings of organized political life to the fall of the World Empire of Persia. A large amount of reading is expected of students. Mj.

PROFESSOR GOODSPEED.

3. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1A), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj.

PROFESSOR GOODSPEED.

4. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England will be studied. Mj.

MISS KNOX.

5. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation, the struggle between king and parliament, English society and civilization, colonial expansion and the growth of democracy in the nineteenth century. Mj.

MISS KNOX.

6. Outline History of Mediaeval Europe (350-1500).—The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between these two, Mohammed and his religion, the crusades, the rise of nationalities, mediaeval institutions, and the Renaissance will be studied. Mj.

MISS KNOX.

***7. The Feudal Age (814-1250).**—The break-up of the Carlovingian empire; the upgrowth of feudalism; the invasions of the Northmen and Hungarians in western Europe; the conflict of the empire and papacy for universal sovereignty; the history of Germany and Italy under Saxon, Franconian, and Hohenstaufen; the beginnings of English constitutional development; the rise of the French Monarchy; the Mohammedan conquests in the East, culminating in the crusades. Mj.

ASSOCIATE PROFESSOR THATCHER.

***8. The Age of the Renaissance (1250-1500).**—The history of Germany, Spain, France, and the Italian powers; the attempts at reform in the church with

the conciliar movement; the Renaissance popes, and a study of the characteristics of the Renaissance.

Mj.

ASSOCIATE PROFESSOR THATCHER.

9. **Outline History of Modern Europe (1517-1825).**—The principal topics treated are: the Reformation, the religious wars; the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and Louis XIV, the rise of Prussia, England's colonial supremacy, and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles and upon causes and effects.

Mj.

MISS KNOX.

10. **Europe from 1517 to 1648.**—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period.

Mj.

MISS KNOX.

11. **The French Revolution and the Era of Napoleon.**—The ground will be cleared for the history of the period by a careful study of the institutions of the Old Régime, in which the remoter causes of the Revolution will be discovered. A consideration of the more immediate causes and the attempts at reform will introduce the Estates General. The Revolution ran through three periods, which answer to the National Assembly, the Legislative Assembly, and the Convention, to the extreme of a Red Democracy. Three more periods, corresponding to the Directory, the Consulate, and the Empire, see France return to a military absolutism under Napoleon. The greatest emphasis will be laid upon the institutional changes induced by the French Revolution, and attempt will be made to show the constructive work of the Revolution and of Napoleon. Its importance as one of the greatest generic events of the world's history will give the course a significance wider than France alone. It is desirable that the student be familiar with the outlines of modern European history.

Mj.

ASSISTANT PROFESSOR THOMPSON.

12. **Europe in the Nineteenth Century (1815-1900).**—The following topics indicate the scope of the course: The attempt to govern Europe according to the reconstruction of 1815, the agitation for popular government in France, Italy, and Germany, the revolutions of 1830 and 1848, France under Napoleon III, the growth of German and Italian unity, the establishment of the German Empire, of the dual system in Austria-Hungary, and of the Third French Republic, national development and international relations since 1870. The course presupposes an outline knowledge of the French Revolution and the Napoleonic period. Course 11 affords the best preparation, but a careful reading of some manual, such as J. H. Rose's *The Revolutionary and Napoleonic Era*, or H. Morse Stephens's *Revolutionary Europe*, will be accepted.

Mj.

DR. WARREN.

13. **Outline History of Civilization.**—This course consists of two Majors, each containing twenty les-

sons. The first Major begins with the history of Greece and follows the various phases of development through Roman history to the rise of the German Empire in the early part of the Mediaeval period. The second Major treats of the later Middle Ages, of the Renaissance, and modern times till close upon the French Revolution. In each division the study will proceed mainly on the four lines: 1) government in its connection with political and constitutional history; 2) social life as it is shown in the family relations and the attitude of the classes toward each other; 3) economic progress, particularly with regard to cultivation, commerce, and communication; 4) higher culture and art. Acquaintance with the facts of history is presupposed. The student will be expected to do a large amount of reading, and should have access to a well-equipped library.

DMj.

DR. WERGELAND.

14. **Chief Features of the Progress of Civilization in the XIX Century.**—This course affords a rapid survey of the causes which have led to the vast enlargement of ideas and scope of life witnessed during the century just closed. The causes are many and varied but, for the sake of comprehensiveness, may be grouped under three headings: 1) *Political* changes during and after the French Revolution, such as the growth of public liberty, the recognition of the rights of the individual, the prevalence of popular representation, the struggle against disqualification whether social, economic or religious; 2) *Social* changes manifested in the leveling of class-distinction, the rise to prominence of a rich middle class, the popularizing of the Church, the growth of brotherhood, the prominence of public opinion, the enlightenment of the masses; 3) *Economic* changes such as the development of material resources, the growth of capitalistic enterprise, the claims of labor, increase of transportation, the development of a world market, investigation into the cause and effect of commercial disturbances, and many others; all in connection with, or parallel to, the growth of science, the spread of education and freedom of thought, and the development of methodical inquiry. The course will be better appreciated by those who have taken Course 13, "Outline History of Civilization," to which reference will be made in the lessons, though it can be satisfactorily pursued by those who have not had that course. Access to a well-equipped library is imperative to success in the work.

Mj.

DR. WERGELAND.

15. **Outline History of the United States from Colonization to the Present Time.**—This course corresponds to Course 3 given in residence. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American history.

Mj.

MISS KNOX.

16. **Period of Discovery and Exploration of America.**—The events leading up to the discovery of Amer-

ica, motives for the voyages, the principal discoverers and their discoveries, Spanish, Portuguese, French, English, and Dutch explorations and their results are subjects of study. M.

MISS KNOX.

17. Colonial Period and the War of the Revolution (1492-1783).—After a brief survey of the early settlements by different powers, the course is devoted to the history of the colonies which later formed a part of the United States. In the study of the years 1754-1783, particular stress is laid upon the causes and events leading to independence and the union of the colonies. Mj.

MISS KNOX.

18. Social Life in the American Colonies.—A study of the life and institutions of ante-Revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's *A Short History of the English Colonies in America*, with collateral reading. M.

ASSOCIATE PROFESSOR SHEPARDSON.

19. Political History of the United States under the Articles of Confederation.—A study of the nature of the government established by the articles; reasons for adopting the system; how it worked; causes of its failure; attempts to amend and final overthrow. M.

MISS KNOX.

20. Political History of the United States during the Period of Dominant Foreign Politics (1789-1817).—A study of the situation of the Union resulting from the Revolutionary and Napoleonic Wars, and of the attempt to maintain a neutral position despite the attitude of France and England, while still engaged in trying to solve the numerous problems of domestic policy arising from the undetermined powers of a new government. M.

MISS KNOX,

21. United States from 1817-1861.—A study of the development of internal politics, tracing the growth of national union and national powers in opposition to state rights, as developed in the struggles over internal improvements, tariff, finance, territorial expansion, and the slavery question. M.

MISS KNOX.

22. Problems of the Civil War and the Reconstruction Period (1861-1881).—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed. M.

ASSOCIATE PROFESSOR SHEPARDSON.

23. Territorial Growth of the United States.—A course requiring investigation into the geography of the United States, tracing the successive additions to our territory from the beginning of the Government down to 1900. This course requires access to a well-selected library, and demands much original investigation. (Informal.) Mj.

ASSOCIATE PROFESSOR SHEPARDSON.

SCHOOL OF EDUCATION.

***24. Teachers' Training Course in History.**—Discussion of a course of study in history and of methods of teaching the subject. Mj.

ASSOCIATE PROFESSOR RICE.

***25. Teachers' Course in American History.**—This course will emphasize the relation of the geography of the United States to its history. Mj.

ASSOCIATE PROFESSOR RICE.

VI. SOCIOLOGY AND ANTHROPOLOGY.

SOCIOLOGY.

1. Introduction to Sociology.—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; and social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's *Social Elements*, and bibliography will be added according to the need of each student. Mj.

DR. MACLEAN.

2. Introduction to the Study of Society.—This course is designed to afford a synthetic view of social phenomena, and to furnish the student with a scientific method for the study and correct understanding of ordinary human association. Considerable attention will be paid to local studies as a means of amplifying the text. The aim is to have the course serve as an introduction to the special social sciences. Mj.

DR. MACLEAN.

3. Elements of Industrial History.—The aim of this course is to acquaint the student with the salient facts of American industrial history and to furnish a foundation for those who wish to do further work in economics or sociology. Selected industries will be studied in detail and their evolution discussed. A course for practical people as well as for students. Mj.

DR. MACLEAN.

4. Social Debtor Classes.—The aim of this course is to introduce practical workers and givers to the literature of charities and correction. As a starting point with each student is taken the particular work in which the student is engaged. The facts and principles presented in these texts are viewed from the standpoint of the reader's local, county, and state charities, private and public. Special reports on particular phases of philanthropic work are called for. The course closes with a hasty study of one text in theoretical sociology. Only a limited number of students can be accepted. Mj.

DR. ALLEN.

5. A Study of Charities and Corrections.—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction; and

the best methods of investigation and of forming a judgment on the problems. Mj.

PROFESSOR HENDERSON.

6. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the Constitutions of Greek, Roman and Hebrew peoples; the family in the New Testament and in Christian History; the economic, legal, educational, and religious questions of our age relating to the home. Mj.

PROFESSOR HENDERSON.

7. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj.

PROFESSOR ZUEBLIN.

8. **A Century in the Development of English Social Philosophy.**—Held, *Zwei Bücher zur sozialen Geschichte Englands* and Schulze-Gaevernitz, *Zum sozialen Frieden*, will be made the basis of a study of the chief individuals and movements leading to the current social philosophy of the English people. For readers of German only. (Informal.) Mj.

PROFESSOR ZUEBLIN.

9. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal.) Mj.

PROFESSOR VINCENT.

10. **Urban Life in the United States.**—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered, and the function of cities in national life is analyzed. (Informal.) Mj.

PROFESSOR VINCENT.

ANTHROPOLOGY.

11. **General Anthropology.**—An introductory course treating of the origin, antiquity, distribution, and early occupations of man and of the sources of language, religion, the arts, and social relations. Mj.

ASSOCIATE PROFESSOR STARR.

12. **Origin of Social Institutions.**—Treats of association in the tribal stage of society; the origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions; and the ethnological and anthropological basis of sociology. (Informal.) Mj.

ASSOCIATE PROFESSOR THOMAS.

13. **Primitive Social Control.**—A study of primitive juridical and political systems, and of social conventions; *e. g.*, the family, clan, tribal, and military organizations, totemism, tribal and property marks, tapu, personal property and property in land, periodical tribal assemblies and ceremonies, secret societies, medicine men and priests, caste, blood vengeance, salutations, gifts, tribute, oaths, and forms of offense and punishment among typical tribes of Australia and Oceania, Africa, Asia, and America. (Informal.) Mj.

Prerequisite: *Course 12.*

ASSOCIATE PROFESSOR THOMAS.

VIA. HOUSEHOLD ADMINISTRATION.

1. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj.

ASSOCIATE PROFESSOR TALBOT.

2. **Foods and Dietaries.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in dietaries from an economic and physiological standpoint. Mj.

ASSOCIATE PROFESSOR TALBOT.

3. **Administration of the House.**—This course will consider the order and administration of the house with a view to the proper appointment of the income and the maintenance of suitable standards. Changes in household industries in the light of modern economic and social conditions, and sanitation will be studied. The domestic service problem will be investigated. Mj.

ASSOCIATE PROFESSOR TALBOT.

*4. **The Legal and Economic Position of Women.**—A study of the status of women with reference to their property; the effect of marriage; their share in the control of children; their opportunities as wage-earners and producers; their functions as householders and consumers. Mj.

Prerequisite: *Principles of Political Economy, A and B.*

DR. BRECKINRIDGE.

SCHOOL OF EDUCATION.

5. **The Teaching of Home Economics.**—This course is designed for those who have had not less than a year of technical training in the subject. It includes a study of the purpose of this work in the schools, and its relation to the social life of the school and the home; the selection of subject-matter and the planning of courses for different ages and conditions; the choosing of equipment; the relation of the hand-work to the science that underlies and grows out of it. Mj.

ASSOCIATE PROFESSOR NORTON.

Related courses will be found announced under Departmental Numbers VI, XX, XXII, XXIV, and XXVIII. Mj.

VII. COMPARATIVE RELIGION.

1. **Introduction to the History of Religion.**—This course, based upon Menzies' *History of Religion*, aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is an outline and elementary course intended for all who wish to begin the study of this subject. Mj.

PROFESSOR GOODSPED AND DR. CONARD.

2. **Comparative Theology: The Idea of God.**—This is a cursory study of the idea of God as seen in primitive myth and cult and in the religious rites and literature of the chief historic religions. It should be preceded by Course 1. Mj.

PROFESSOR GOODSPED AND DR. CONARD.

VIII. THE SEMITIC LANGUAGES AND LITERATURES.

1. **Elementary Hebrew.**—Includes the mastery of the Hebrew of Genesis, chaps. 1-3; the study of the most important principles of the language in connection with these chapters; Hebrew grammar including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. M.

DR. MORGAN.

2. **Intermediate Hebrew.**—Includes the critical study of Genesis, chaps. 4-8, with a review of Genesis chaps. 1-3, the more rapid reading of fourteen chapters in 1 Samuel, Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. M.

DR. MORGAN.

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, an inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. M.

DR. MORGAN.

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, the systematic study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M.

DR. MORGAN.

5. **Elementary Arabic.** Mj.
PROFESSOR SANDERS.

6. **Elementary Assyrian.**—The first ten recitations use transliterated texts, the last ten the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the most important principles of the language. A knowledge of Hebrew is a prerequisite. M.

PROFESSOR BERRY.

7. **Intermediate Assyrian.**—Includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further

study of Assyrian grammar, including syntax, and the learning of most of the cuneiform signs that are in frequent use. M.

PROFESSOR BERRY.

8. **Elementary Egyptian.**—Study of 1) the speech of Thutmosis I. to the priests of Abydos; 2) the Romance of Sinuhe (transliterated from the Hieratic) in the Chrestomathy of Erman's *Egyptian Grammar*. It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. M.

ASSOCIATE PROFESSOR BREASTED.

Members of the Semitic Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature, whenever practicable.

IX. BIBLICAL AND PATRISTIC GREEK.

1. **Elementary New Testament Greek.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chapters 1-4 of the Gospel of John, including the essential facts and principles of the language. M.

MR. BAILEY.

2. **Intermediate New Testament Greek.**—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire Gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. M.

MR. BAILEY.

3. **Advanced New Testament Greek.**—For those who have a good knowledge of Greek, college graduates and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek as regards the verb, and an historical and linguistic study of the entire Book of Acts. M.

ASSISTANT PROFESSOR VOTAW.

4. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. M.

PROFESSOR MATHEWS.

5. **Constructive Studies in the Life of Christ.**—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way, especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. M.

MR. RUSSELL.

6. **Research Course in the Life of Christ.**—A course designed to follow Course 5, or an equivalent study of the Life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the

gospel history, such as the origin and characteristics of the gospels, the development of the religious and Messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor.

M. ASSISTANT PROFESSOR VOTAW.

7. **The Parables of Jesus.**—Their characteristics; principles of interpretations; interpretation of a limited number. (Informal.) M.

M. PROFESSOR MATHEWS.

8. **Social Teachings of Jesus.**—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. M.

M. PROFESSOR MATHEWS.

9. **Historical Study of the Book of Acts.**—Includes an investigation of the sources of the book, authorship and authenticity, its purpose and plan. (Informal.) M.

M. PROFESSOR MATHEWS.

10. **History of the Apostolic Age.**—Based on the New Testament Acts and Epistles, and all available historical material from outside sources. (Informal.) M.

M. PROFESSOR MATHEWS.

11. **Life of the Apostle Paul, and Introduction to the Pauline Epistles.**—The work in this course is done on the basis of a handbook, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The course aims at preparing the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. M.

M. MR. RUSSELL.

12. **The Epistle to the Ephesians.**—Introduction, including discussion of Judæo-Greek philosophy of the first century; analysis, translation, and interpretation of the Greek text. (Informal.) M.

M. PROFESSOR MATHEWS.

13. **Quotations from the Old Testament in the Gospels.**—The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. M.

M. MR. RUSSELL.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY.

1. **Elementary Sanskrit.**—Whitney's *Sanskrit Grammar* and Lanman's *Reader* are used. After about five lessons in the grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading in the course covers that portion of the Nala episode which is included in the *Reader* and five selections from the *Hitopadeça*. No attempt is made to teach Comparative Philology in this course, but it may serve as a foundation for such study. M.

M. PROFESSOR BUCK AND DR. MEYER.

The instructors will suggest reading for further work in Sanskrit or Comparative Philology.

XI. THE GREEK LANGUAGE AND LITERATURE.

ACADEMY.

1. **Elementary Greek.**—The aim is to master a large vocabulary, together with the most necessary forms of syntax. The text of the *Anabasis* is used from the beginning. DMJ.

M. ASSISTANT PROFESSOR BRONSON.

2. Xenophon: *Anabasis*.

A. *Bks. II-III.*—This course includes a grammatical review by topics, study of some less common inflections and syntactical principles, and exercises in writing Greek. The recitation papers will occasionally call for translation at sight. Mj.

B. *Bks. IV-V.*—In this course the emphasis is laid upon Greek style, elegance of translation, sight reading, and antiquities. Mj.

M. ASSISTANT PROFESSOR BRONSON.

3. Homer: *Iliad*.

A. *Bks. I-III.*—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax. Mj.

B. *Bks. IV-VI.*—In this course the literary features of Homeric study are emphasized. Mj.

M. MR. JOHNSTON.

COLLEGE.

4. **Xenophon: *Memorabilia*; Plato: *Apology and Crito*; Exercises in the Writing of Greek.**—This course is the first of the required college courses in Greek. It includes 1) a brief review of the grammar; 2) practice in prose composition; 3) a study of the life and teachings of Socrates based on the accounts of his two most distinguished pupils, and 4) an introduction to the writings of Plato. Mj.

M. DR. WOLCOTT.

5. **Homer: *Odyssey*.**—The object of this course is to develop the power of appreciating Homer as literature. Nine books, recounting the experience of Odysseus among the Phaeacians and the story of his previous wanderings, are read. Mj.

M. DR. WOLCOTT.

6. **Herodotus: *Historiae*, Bks. VI-VII.**—In this course particular attention is paid to the language and style of the author, as well as to the historical importance of the events narrated. Mj.

M. DR. WOLCOTT.

7. **Advanced Prose Composition.**—Nothing more elementary than Bonner's *Greek Composition* will be used. The work will be adapted, however, to the ability and needs of the individual. Mj.

M. DR. WOLCOTT.

8. **Demosthenes: *Philippics*, and *Lysias*.**—An introduction to the study of the Attic orators. Mj.

M. DR. WOLCOTT.

9. **Demosthenes: *De Corona*.**—A study, chiefly literary, of this masterpiece of Attic oratory. Mj.

M. DR. WOLCOTT.

10. **Introduction to the Greek Drama.**—This course includes careful reading and interpretation of the *Clouds* or *Frogs* of Aristophanes and the *Alcestis* of

Euripides, together with a study of the principal characteristics of the Greek drama and theater. Mj.
DR. WOLCOTT.

Members of the Greek Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable.

Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE. ACADEMY.

1. Elementary Latin.—The aim is to master a large vocabulary, together with the most necessary forms of syntax. The text of Cæsar's *De Bello Gallico* is used from the beginning. DMj.
MISS PELLETT.

2. Cæsar: *De Bello Gallico*.

A. Bk. II.—This course is intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to grammar. Mj.

B. Bks. III-IV.—Continues the above. The more difficult Cæsarian constructions are carefully studied. Mj.

C. Bk. I.—Based on the latter part of Book I, the war with Arioistus. Special attention is given to the subject of Indirect Discourse. Mj.
MISS PELLETT.

3. Viri Romæ.—A course of twenty lessons intended for students who desire to increase their vocabulary and acquire facility in reading Latin. Open to those who have completed Course 1 or its equivalent. Mj.
MISS PELLETT.

4. Nepos.—(See Course 3.)

MISS PELLETT.

5. Cicero: *Orationes*.

A. In Catilinam, I-IV.—This course includes translation; a review of forms and of more difficult constructions; exercises in Latin composition based upon the portion of text assigned in each lesson, and the history of the period. Mj.

B. Pro Lege Manilia and Pro Archia.—Continues A and includes a careful study of the literary style of Cicero, of all historical references, and exercises in Latin composition, based upon the portion of text assigned in each lesson. Especial attention is given to translating into good English. Mj.
MISS PELLETT.

6. Vergil: *Aeneid*.

A. Bks. I-II.—This course includes a study of prosody, word derivation, political constructions, and the more common rhetorical figures. Mj.

B. Bks. III-VI.—Continues A and lays emphasis upon elegance of translation, the mythology, and the literary style of Vergil. Mj.
MISS PELLETT.

7. Selections from Roman Writers.—This course will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj.
MISS PELLETT.

8. Prose Composition based on Cæsar.—This course affords 1) practice in writing in Latin connected passages based on Cæsar; 2) a thorough review of gram-

matical forms and constructions; 3) a careful study of synonyms. As the course is informal, especial attention may be given to any subject in which the student is deficient. M.

MISS PELLETT.
9. Prose Composition based on Cicero.—(See Course 8.) M.
MISS PELLETT.

COLLEGE.

10. Cicero: *De Senectute*.—The entire essay is read with studies in syntax and exercises in Latin composition based upon the text of each lesson. This course with Course 12 constitute the first required Major of college work. M.

MISS PELLETT.

11. Terence: *Phormio*.—This play, as a specimen of the highest development of Roman comedy, is carefully studied with regard to morals, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. This course with Course 11 constitute the first required Major of college work. M.

DR. WOLCOTT.

12. Livy. The twenty-first book and a large part of the twenty-second are read with accompanying studies in syntax and exercises in Latin composition, based in each case upon the portion of text assigned in each lesson. Mj.

DR. WOLCOTT.

13. Horace: *Odes*, Bks. I-III.—This course includes: commentary upon the details of each ode syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, one of which the student is expected to select for his especial study. Mj.

DR. WOLCOTT.

14. Advanced Prose Composition.—A Latin text is selected and the exercises are graded according to the ability of the student. In case of special proficiency, work independent of any Latin author may be assigned. The course offers an opportunity for a student to perfect himself in those elements of the structure of the language in which he feels himself weak. (Informal.) Mj.

DR. WOLCOTT.

15. Tacitus: *Agricola* and *Germania*.—In the reading of these works, both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj.

DR. WOLCOTT.

16. Ovid.—Selections from the *Epistulae*, *Amores*, *Fasti*, *Metamorphoses*, and *Tristia*. The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.

ASSOCIATE PROFESSOR MILLER.

17. Cicero: *Epistulae*.—A study of the character and career of Cicero from the evidence afforded by the material contained in one hundred selected letters and from supplementary historical and biographical sources. The course also treats of the peculiarities of epistolary Latin and of the general subject of letter writing in Ancient Rome. Mj.

DR. WOLCOTT.

18. **Horace: Satires and Epistles.**—Selected satires and epistles are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj.

DR. WOLCOTT.

19. **Horace and Persius: Satires.**—A brief review of the predecessors of Horace in the field of satire, a reading of selected satires of Horace and Persius with a study of the characteristic features of each. Mj.

ASSOCIATE PROFESSOR MILLER.

20. **Roman Political Institutions.**—A topical survey, both historical and descriptive, of the magistracies, senate, popular assemblies, courts and Roman provincial administration under the Republic. The course includes the reading of the Latin text of typical laws and public documents from Allen's *Remnants of Early Latin*. It is intended primarily for teachers of Latin and Political Science. Mj.

DR. WOLCOTT.

21. **Topical Studies in the Works of Vergil.**—This course presupposes a considerable familiarity with Vergil on the part of the student. It is not a reading course, but the *Eclogues*, *Georgics* and particularly the *Aeneid* will be the field of investigation under various topics relating to different objects of study in the works of this author. A list of topics will be presented to the student, of which the following are typical: "Vergil's Verse and its Metrical Peculiarities;" "The Poetic Constructions in Vergil;" "Vergil's Art in the Selection and Handling of his Material;" "The *Aeneas* Legends and Vergil's Use of Them;" "The *Aeneid* in its Relation to Augustus and the Establishment of his Empire;" "The *Aeneid* as a National Epic." The student will be expected to select a certain number of these topics and, with them in mind, to go through the works of Vergil under direction of the instructor, collect all material bearing upon them, and present his results in finished form. The instructor will at all times furnish such aid as may be necessary and will criticize the results. Mj.

ASSOCIATE PROFESSOR MILLER.

22. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero's *Tusculan Disputations I, De Senectute, De Amicitia, Epistulae*; Virgil's *Aeneid*, Book VI; Horace's selected odes; Ovid, Seneca, Persius, etc. (Informal.) Mj.

ASSOCIATE PROFESSOR MILLER.

23. **The Latin Subjunctive.**—The course presents a systematic treatment of the subjunctive, according to the latest scientific theories. The development of the various uses is discussed, and all the forms found in preparatory Cæsar or Cicero are classified. The student may choose to classify the forms either in Cæsar or in Cicero, or a combination of the two, which shall be equivalent in amount in either. The course is intended primarily for teachers. Mj.

MISS PELLETT.

24. **Training Course for Teachers.**—The object of the course is to give the teacher working alone and often at a distance from authorities, an opportunity to appeal for assistance and advice along any lines connected with his teaching of Latin. Naturally there are some subjects which nearly all teachers find it

profitable to take up in a somewhat formal way, e. g., pronunciation, translation, metrical reading, composition, etc. In addition to these, each teacher will have his own problems to discuss. The course is designed to meet these general and individual needs. Mj.

ASSOCIATE PROFESSOR MILLER.

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES.

1. Elementary French.

A. This course is designed to acquaint the student with the essentials of French grammar, to enable him to turn short English sentences into idiomatic French, and to translate easy French at sight. Mj.

B. This continues, reviews and extends the work on French verbs, studies inductively the French grammar, and affords practice in French composition. Several short stories, a modern novel, and a text of modern history will be read in A and B together, and will form the basis of the grammatical work. Mj.

A and B constitute a double Major. Provisional credit will be given when A is finished. It will be made permanent when B is passed. Mj.

DR. NEFF.

2. **Intermediate French.**—This is largely a language and drill course and is intended to extend and complete the preceding course. The work includes the reading of modern short stories and comedies, practice in composition and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Courses 1 and 2 offer the minimum amount of French required of all candidates for the Bachelor's degree. Mj.

DR. NEFF.

3. **French Composition.**—A course intended for students who have mastered the elements of French and who desire to perfect themselves in writing the language. Readings from the works of French masters of style are assigned. The written work of the student consists, not in translating, but in composing in French. The subjects, like the assigned readings, are chosen to suit the special interests of the student. (Informal.) Mj.

ASSISTANT PROFESSOR INGRES.

4. French Reading.

A. **Modern Novels.**—Anatole France, *Le crime de Sylvestre Bonnard*; Octave Feuillet, *Le roman d'un jeune homme pauvre*; Honoré de Balzac, *Eugénie Grandet*. Criticism of the novel. Mj.

B. **Modern Dramas.**—V. Hugo, *Hernani*; E. Augier, *Le gendre de M. Poirier*; A. Dumas fils, *La question d'argent*; E. Rostand, *Cyrano de Bergerac*. Criticism of the drama. Mj.

C. **Lyrics and other Poems.**—Selections from the lyric poets especially Lamartine, Musset, Victor Hugo; selections from Boileau's poetical works; versification; criticism of lyric poetry. Mj.

D. **Classical Dramas.**—Corneille, *Le Cid* and *Cinna*; Racine, *Andromaque* and *Athalie*. Criticism of the French tragedy. Mj.

Through the study of characteristic French prose and poetry one may lay the basis for advanced study of the language and may gain an introduction to French literature. This is essentially a reading course. However, in addition to the authors studied in each of the Majors a standard critical work on each of the types of literature represented will be read. Themes in French on subjects chosen from the readings will be required. A student may take all of these Majors but will receive credit for not more than two. If only two are taken it is suggested that one be either A or B, and the other either C or D.

Prerequisite: *Course 3 or its equivalent.*

MR. DAVID.

5. Outline History of French Literature.—This course traces the history of French literature from its origin to the present day, bringing out the great currents in their relation to each other. Illustrative readings from representative authors will be assigned for study and report, and themes and essays on literary subjects will be required. The course will thus at the same time be one in advanced composition. It is conducted entirely in French. (Informal.)

Prerequisite: *Course 3 or its equivalent.* Mj.

ASSISTANT PROFESSOR INGRES.

6. Fables of La Fontaine.—By a study of the life of La Fontaine, a critical examination of sixty or more of his fables, classified according to subject-matter, and a series of written criticisms, the student may acquire 1) a larger vocabulary and ability to use it; 2) an introduction to seventeenth century social and political life; 3) an appreciation of La Fontaine as a man, a poet, and a satirist. Mj.

Prerequisite: *One Major of Course 4 or its equivalent.* MISS WALLACE AND MR. WILLIAMSON.

7. Molière and the French Comedy in the 16th and 17th Centuries.—Corneille, *Le menteur*; Molière, *Le misanthrope*, *Les femmes savantes* and *L'avare*; Regnard, *Le joueur Marivaux*, *Le jeu de l'amour et du hasard*; Piron, *La métromanie*; Beaumarchais, *Le barbier de Séville*. The course will include a study of the lives of the principal authors, their influence on the theater, with intensive study of the plays mentioned above and rapid reading of a few other of their prominent works. Although this is primarily a literary course, comparison will be made between the language of these writers and that of today, and the more unusual constructions will receive consideration. The work will be conducted wholly in French. Mj.

Prerequisite: *One Major of Course 4 or its equivalent.* MR. DAVID.

8. Molière.—This is an advanced course intended to introduce the student to the historical method in literature. Large studies on Molière's biography, his masterpieces, the development of his genius, his dramatic system, philosophy, style, influence, etc., are considered. Mj.

DR. DUBEDOUT.

9. Study of French Literature.

A. XVII Century.—Racine (Théâtre), Boileau (Art Poétique), La Fontaine (Fables), La Brugère (les Caractères), etc. Mj.

B. XVIII Century.—La Comédie (Regnard, Lesage, Marivaux, Beaumarchais); La Tragédie (Voltaire, Crébillon); Le Roman, Lesage (Gil Blas), Prévost (Manon Lescaut), Marivaux (Marianne), J. J. Rousseau (Nouvelle Héloïse), etc. Mj.

C. XIX Century.—Le Romantisme (Poésie lyrique, Drame, Roman), Le Réalisme (Drame, Poésie lyrique, Roman). Mj.

The chief aim of the course is to acquaint advanced students with the various steps in the evolution of French Literature. Some knowledge of the latter is prerequisite, in order to appreciate truly the masterpieces and their connection in the development of French literature.

DR. DUBEDOUT.

10. Readings in Old French Literature.—A general introduction to the older language and literature. Morphology is treated only so far as is required for intelligent reading. Text-books: Darmesteter, *Cours de Grammaire historique de langue française*, and either Toynbee's *Specimens of Old French* (Clarendon Press), or Constans, *Chrestomathie de l'ancien français*. Mj.

ASSOCIATE PROFESSOR JENKINS.

11. Elementary Spanish.—The object of this course is to give the student a mastery of the essential principles of Spanish grammar, to enable him to turn easy English into idiomatic Spanish, and to translate at sight easy modern Spanish. Mj.

MR. HOBLIT.

12. Modern Spanish Novels and Dramas.—Reading of Bretón, *La Independencia*; Caballero, *La Familia de Alvareda*; Valdes, *José*, with composition based on the texts.

Prerequisite: *Course 11 or its equivalent.* Mj.
MR. HOBLIT.

13. Spanish Prose Composition.—The aim of this course is to give the student practical use of Spanish. It will help those who desire to use the language in travel or for commercial or literary purposes. *It carries no credit.*

Prerequisite: *Course 11 or its equivalent.* Mj.
MR. HOBLIT.

14. Don Quixote.—Critical reading of the first twenty-five chapters of *Don Quixote*. The life of Cervantes, the peculiarities of syntax, style, and diction as compared with modern Spanish will be studied, and a bibliography furnished, thus enabling those who wish to make a more extensive study of the author do so.

Prerequisite: *Course 12 or its equivalent.* Mj.
MR. HOBLIT.

15. Old Spanish Readings.—Interpretation of selections from Keller, *Altspanisches Lesebuch*. Mj.
ASSOCIATE PROFESSOR PIETSCH.

16. Elementary Italian.—The aim of this course is to ground the student in the essential grammar of the language, and to equip him with a vocabulary which will enable him to read simple Italian prose. Mj.

DR. CIPRIANI.

17. Advanced Italian.—Advanced courses in Italian will be arranged suited to the student's purposes and proficiency. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.)

Mj.
DR. CIPRIANI.

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Old French Philology and Literature*, *Victor Hugo*, *French Literature of the Nineteenth Century*, *Contemporaneous French Literature*, etc.

XIV. GERMANIC LANGUAGES AND LITERATURES.

1. Elementary German.

A. This course aims to ground the student in the essentials of German grammar through the reading of easy idiomatic German, and by translating easy idiomatic English into German. Special attention is given to the construction of the article, noun, and adjective.

Mj.

B. This briefly reviews the essentials of A, and extends the work on English and German exercises, with special reference to the pronoun and the verb.

Mj.

In both courses graded German stories are read and composition based upon the text is required. Constant attention is also given to German-English cognates.

DR. SCHUB.

2. Intermediate German.—Devoted primarily to the reading of easy modern prose and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to reproduce in German what he has read. In the composition work emphasis will be laid upon word order and sentence structure, the knowledge of which is essential to the proper appreciation of the language.

Mj.

DR. BECKER.

3. Review of Elementary German Grammar and Syntax.—This course pre-supposes a previous knowledge of German equivalent to that afforded by Courses 1 and 2. It is intended for those who for any reason wish to make a brief systematic review of grammar and syntax. It does not aim to increase vocabulary or to develop the power of expression. It will appeal especially 1) to students who desire to renew their acquaintance with the fundamentals preparatory to further study in the language; 2) to many German-Americans and to those who have acquired their knowledge of the tongue by some natural method; 3) to candidates for the Ph.D. degree who are required to pass a preliminary examination in German.

Mj.
MISS KUEFFNER.

4. Intermediate Prose Composition.—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom.

Mj.

ASSISTANT PROFESSOR KERN.

5. German Idioms and Synonyms.—The course comprises the study of 1) the peculiar method of word formation; 2) grammatical idioms; 3) synonyms together with a thorough review of syntax. Special attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course will be helpful to all who aim to be independent in their use of the language.

Mj.

DR. SCHUB.

6. Scientific German.—This course is devoted to the reading of German publications on scientific subjects. German text-books or articles from journals in some lines of natural science in which the student is mainly interested will be selected. It corresponds in prerequisites and linguistic difficulty to Course 5 in residence. Its aim is to enable the student to read German publications in the line of his studies and to make him acquainted with the technical terminology. Special attention will also be paid to grammatical idioms, synonyms, and word formation. Short exercises in German composition connected with the text will occasionally be required. (Informal.)

Mj.

MR. VON NOÉ.

7. Modern German Dramas.—This is primarily a reading course corresponding to Course 6, in residence. It aims at the acquisition of the foundations of idiomatic German on the basis of the language of the dramas read. A short theme in German on the subject chosen from the reading is required with each lesson.

Mj.

DR. SCHÜTZE.

8. Deutsche Aufsätze and Stilübungen.—Theme writing. Of special value to teachers. (Informal.)

Mj.

DR. SCHUB.

9. Outline Study of German Literature.—The chief aim of this course is to acquaint the student with the most important movements in the evolution of German literary life. Koch: *Geschichte der deutschen Litteratur* (Sammlung Göschen) is used as a basis of study.

Mj.

ASSOCIATE PROFESSOR VON KLENZE.

10. Goethe's Lyric Poetry as an Exponent of His Life.—No writer so minutely reflects his moral and intellectual growth in his lyric poetry as does Goethe. A chronological study of his lyrics affords, therefore, a subtle appreciation of his whole individuality.

ASSOCIATE PROFESSOR VON KLENZE.

11. Goethe: Faust.—This is chiefly a literary course, and comprises 1) a brief study of related legends, together with a rapid survey of the historic background and a closer consideration of the historic Doctor Faustus, and the subject-matter and sources of the first Faust-book; 2) the development of the legend as shown in the later Faust-books, the Faust dramas, and the puppet-plays; 3) the new conception of the character of *Faust* as first set forth by Lessing and later adopted by Goethe; 4) Goethe's *Faust*, Part I and Part II, the reading of the work, its genesis and development, its literary interpretation. This course is necessarily a chief exponent of the poet's life, since *Faust* shows the important steps in the development of Goethe's conception of poetic art.

DMj.

DR. SCHUB.

12. Grillparzer: Dramas.—All of Grillparzer's important dramas will be read. Essays in German, based on the principal literature on the subject, discussing the history of the dramas, their genesis, their bearing upon Grillparzer's life and development as a poet, and problems of literary aesthetics will be required.

(This course will not be given unless at least five apply.)

DMJ.

DR. SCHÜTZE.

SCHOOL OF EDUCATION.

13. The Teaching of German in Secondary Schools.

A. The Language.—This embraces: 1) study and criticism of the best known reference and text-books; 2) treatment of the main difficulties of German pronunciation, grammar and vocabulary, especially synonyms and idioms; 3) the teaching of elementary composition; 4) survey of the most important present methods of modern language instruction in the United States and Germany.

Mj.

B. The Literature.—This embraces: 1) study and criticism of reference and text-books; 2) a consideration of the nature and scope of the study of literature adapted to the work in secondary schools; 3) the relation of this study to the learning of the language; 4) the study of literature as an introduction to German life and culture.

Mj.

The aim of this course is essentially practical. Its object is to make the teacher acquainted with whatever bibliographical help he needs to meet certain difficulties in his work; to make him independent in his methods, and to arouse his interest in the pedagogical side of German language instruction.

Prerequisite: *A thorough command of the German language (speaking, writing, reading).*

MR. VON NOÉ.

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in *Gothic, Old High German, Germanic Phonology, Schiller, Wallenstein and Heine.*

XV. THE ENGLISH LANGUAGE AND LITERATURE,
AND RHETORIC.

ELEMENTARY.

1. English Grammar.—An elementary course in practical English grammar, assuming no technical knowledge of the subject and intended for students who need instruction or review in such fundamentals as the parts of speech, their correct use in the sentence, punctuation, capitalization, etc. Foreigners imperfectly acquainted with English idiom will find this course of value, and in many cases it will be needed as preparation for the following composition courses. The exercises of the course will consist mainly in the correction of faulty sentences and the writing of sentences and occasional short compositions to illustrate the principles discussed.

Mj.

DR. MARSH.

ACADEMY.

2. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It

will consist of exercises based upon the study of a prescribed text-book, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in *practical composition.*

Mj.

DR. MARSH.

3. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements in English literature for admission to college, and students who successfully complete the course should have no difficulty in passing the entrance examination. The aim, however, is to make the course valuable not only to such students but also 1) to teachers of English in preparatory schools, and 2) to all persons who wish to take up either for the first time or by way of review, the more simple and concrete phases of the study of literature. [Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5 for that year.]

Mj.

MRS. MOORE.

COLLEGE.

4. English I.—This course is designed to be a full equivalent of English 1 in residence (the *first* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction.

Mj.

DR. MARSH.

5. English III.—This course is designed to be a full equivalent of English 3 (the *second* course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims 1) to give training in structure, and 2) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends, the emphasis of the course will be laid on exposition and argumentation, text-books will be required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I or by submitting to the instructor an original exposition or argument showing ability.

Mj.

MRS. FLINT.

6. English IV.—The work in this course will consist in the preparation of nine long themes, each, roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student

will be expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by permission of the instructor, devote his main effort to the division in which he is most interested. Instruction in the course will be personal, not general. Admission may be obtained in one of two ways, 1) by passing creditably English III; 2) by submitting to the instructor a manuscript showing literary ability. *This course carries no credit.* The fee is \$16. MRS. FLINT.

7. English V.—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—*e. g.*, the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above-mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. *This course carries no credit.* The fee is \$16. MRS. FLINT.

8. Masterpieces of English Literature.—This course is designed to be the full equivalent of English 40 in residence (the *first* course in English Literature required of all students) and commands corresponding credit. In it a number of masterpieces selected from the works of the greatest English writers are considered. The main aims of the course are: 1) to give familiarity with a few of the greatest works of English literature; 2) to awaken an interest in literature in general and to arouse a desire for a wider knowledge of it, and 3) to give some knowledge of the principles of literary criticism and to cultivate to some extent the critical powers of the student. It is designed as an introduction to the critical study of English literature. Mj. MRS. MOORE.

9. The Development of English Literature.—The design of this course is to introduce the student to the whole range of English literature by presenting it in a series of connected masterpieces from Beowulf to Tennyson. The aim will be not only to give some knowledge of the masterpieces in themselves, but to study their connection in the development of English literature; to observe the way in which the literature of each period has changed and developed into that of the succeeding period, to note what it has taken from the literature which preceded it, and what it has bequeathed to that which followed it. Some attention will be given also to tracing a connection between the principal historic events and conditions of each period, and the literature of its own and succeeding periods.

The course, as a whole, affords a broad foundation for more detailed and critical study. It gives the same credit as Course 8 and differs from it in laying more emphasis upon the historic and comparative phases of English literature. Mj.

MRS. MOORE.

10. Shakespeare: Typical Plays.—The underlying conception or central idea of this course is the development of Shakespeare's mind and art. His plays are regarded as an organic whole, forming the stages in a continuous mental growth—a progressive revelation of their author's genius and the great variety of his powers. To this end the following plays, typical of the various periods in his life as artist, are critically studied in their literary aspect and in the order of their creation: *Henry IV.*, *As You Like It*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. For purposes of comparison the student is required to read also: *The Two Gentlemen of Verona*, *Richard III.*, and *Romeo and Juliet*. Some attention is given incidentally to the history of Shakespeare's laughter—the comic as conceived by the dramatist at the different periods of his life—as throwing light on the growth of his character, intellect, and moral nature. Mj.

ASSOCIATE PROFESSOR TROOP.

11. The Comedies of Shakespeare.—The course will consist of studies in *A Midsummer Night's Dream*, *As You Like It*, and *The Winter's Tale*. The following topics will be considered: the nature of Shakespearean comedy, Shakespeare's development as a writer of comedy, dramatic structure and characterization. M.

ASSISTANT PROFESSOR TOLMAN.

12. The Tragedies of Shakespeare.—*Macbeth* and *Hamlet* will be studied. Attention will be given to the characterization, the dramatic structure, and the nature of Shakespearean tragedy. M.

ASSISTANT PROFESSOR TOLMAN.

13. Shakespeare: Julius Cæsar.—This course is intended for any who wish to study a single tragedy with great thoroughness. Tolman's edition of *Julius Cæsar* is the prescribed text. M.

ASSISTANT PROFESSOR TOLMAN.

14. Milton and Dante.—This advanced undergraduate course comprises the critical study of Milton's *Paradise Lost*, the Epic of Protestantism, and the careful reading (in translation) of Dante's *Divina Comedia*, the Epic of Catholicism. Dante, who interprets all Mediæval Europe, is the closest analogue of Milton, who represents Puritan England and the whole spirit of Puritanism. They preserve and express in forms of epic poetry the profoundest sentiment and highest spiritual aspirations of their respective ages. To bring out these facts and to present in outline the religious philosophy of each of the poets is the main purpose of this course of study. In the case of the English author considerable attention is given to the form through which the thought reaches the reader, and to the peculiar power which lies in Milton's style. It is presupposed that the student has some knowledge of the nature of poetry in general, of its different varieties, and of the various kinds of rhymes, meters, etc.

Prerequisite: *Course 8 or 9 or an equivalent.* Mj.
ASSOCIATE PROFESSOR TROOP.

15. English Literature from 1557 to 1642.—A reading course corresponding in a general way to English 43 and 44 in residence, but condensed into one Major. The aim is to give the student personal acquaintance with representative works of the most important authors of the Elizabethan period, except Shakespeare, who is treated only in special courses. Among the authors read are Spenser, Sidney, Bacon, Lyly, Marlowe, Jonson, Beaumont, Fletcher, Herrick, and Milton. Mj.

DR. MARSH.

*16. English Literature of the Classical Period (1660-1740).—Rapid reading through the most important literature of the period. Study of illustrative examples of the chief literary species, as prose comedy, heroic tragedy, verse satire, prose satire, fiction, translation, essays, sermons. Mj.

*17. English Literature of the Age of Johnson (1740-1798).—Rapid reading through the most important literature of the period. Study of illustrative examples of the dominant literary species. Especial stress on this period as one of transition from classicism to Romanticism. Mj.

18. English Literature from 1798 to 1832.—A reading course corresponding to English 47 in residence. Representative works of Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, DeQuincey, Jane Austen, Scott, and others will be read. Mj.

DR. MARSH.

19. English Literature from 1832 to 1892.—A reading course corresponding to English 48 in residence. The aim of the course is 1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period, and 2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings, Clough, Arnold, the Rossettis, Morris, and Swinburne among the poets; Dickens, Thackeray, Charlotte Brontë, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, Pater, and Stevenson among the essayists and critics. Prerequisite: Course 8 or 9 or an equivalent. Mj.

DR. MARSH.

20. Studies in the Works of Robert Browning. M. Miss RADFORD.

21. Studies in the Poetry of Tennyson. M. Miss RADFORD.

22. William Morris.—A study of the life and work of William Morris as poet, craftsman and socialist. M. Miss RADFORD.

23. English Novelists of the Nineteenth Century.—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret the several fictions as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, a

review of the Romantic movement, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj.

ASSOCIATE PROFESSOR TROOP.

24. English Essayists of the Nineteenth Century.—An advanced undergraduate study of six essayists, including a brief preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon typical essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. The method of study is the biographical and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature with the forces of social life. Mj.

ASSOCIATE PROFESSOR TROOP.

25. American Literature: The Renaissance of New England.—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, unitarianism, transcendentalism, and reform—are incidentally examined in so far as they effected or were effected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj.

ASSOCIATE PROFESSOR TROOP.

26. Modern Realistic Fiction.—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: George Eliot's *Silas Marner*, Hardy's *Tess of the D'Urbervilles*, Ward's *Marcella*, Howell's *A Modern Instance*, Meredith's *The Egoist*, Tolstoi's *Anna Karenina*, Maarten's *The Greater Glory*, Zola's *La Rêve*, Suderman's *The Wish*. Wilkins's *Pembroke*. Mj.

MISS RADFORD.

27. The Short Story in English and American Literature.—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Hawthorne, Poe, Dickens, Stevenson, Kipling, and others, and, for the sake of comparison, several stories of Maupassant (in translation). The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj.

DR. MARSH.

28. Elementary Old English.—Grammar and reading, corresponding to English 21 in residence. Mj.

DR. MARSH.

Students desiring to do advanced work in Old English can arrange for informal courses.

XVI. GENERAL LITERATURE.

1. A Survey of Mediæval Literature.—The chief aim of this course is to acquaint the student with the most important movements in the evolution of mediæval literary life. Selected readings from the histories of literature by G. Paris, Ten Brink, Gaspary, and others

* This course will not be given during 1904-5.

will be used as a basis for the work. A reading knowledge of foreign languages, though desirable, is not necessary for undergraduate work in this course. Mj.

DR. CIPRIANI.

2. A Survey of Italian Literature.—The main object is to acquaint the student with the most important movements in the evolution of Italian literary life. Gaspari's *History of Italian Literature* will be used as a basis for the work. A reading knowledge of foreign languages, though desirable, is not necessary for undergraduate work in this course. Mj.

DR. CIPRIANI.

3. Studies in the Italian Renaissance and its Influence on English Literature.—This course aims to introduce the student to the study of sources and influences in his own literature, on the premise that the study of English literature is incomplete if restricted merely to the literary works of English speaking people. Mj.

DR. CIPRIANI.

XVII. MATHEMATICS.

ACADEMY.

1. Elementary Algebra.—Well's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

2. Plane Geometry.—Wentworth's *Plane Geometry* (revised edition). DMj.

ASSISTANT PROFESSOR HOOVER.

3. Solid Geometry.—Wentworth's *Solid Geometry* (revised edition). Mj.

ASSISTANT PROFESSOR HOOVER.

COLLEGE.

4. Required College Mathematics.

A. While the chief emphasis of this course is on Trigonometry, it is aimed in addition, to familiarize the student with the use of various kinds of co-ordinate paper and to give him enough analytical geometry to enable him to solve simple algebraic problems by graphical methods. Mj.

B. In this course certain chapters of College Algebra, Analytics and Trigonometry are taken up in such a way that each subject throws light upon the others. In the selection of the subject-matter particular attention is given to practical applications. Mj.

C. This course is devoted to the study of those portions of Analytical Geometry and Advanced Algebra which prepare the student thoroughly for the Calculus and also for advanced work in Applied Mathematics. Mj.

The ground of the Freshman year—Trigonometry, Analytics, and College Algebra—is thus covered along the lines of the newer ideas of correlation of subjects and laboratory methods of teaching. The aim is to give the student, in a simple and interesting manner, that strong grasp of fundamental principles which prepares him for advanced work in pure and applied mathematics. DR. EPSTEEN.

5. Plane Trigonometry.—Bowser's *Treatise on Plane Trigonometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

6. Spherical Trigonometry.—Chauvenet's *Plane and Spherical Trigonometry*. (Informal.) M.

ASSISTANT PROFESSOR HOOVER.

7. College Algebra.—Wells's *University Algebra*. Mj.

ASSISTANT PROFESSOR HOOVER.

8. Analytic Geometry.—Bowser's *Elements of Analytic Geometry*. Mj.

ASSISTANT PROFESSOR HOOVER.

***9. The Mathematics of Insurance.**—This course is devoted particularly to the mathematical principles of Life Insurance. The necessary elements of theory are selected from the theories of probabilities, finite differences and interpolation. Applications are made in particular to the following problems: the examination of the different mortality tables and the basing of mortality rates thereon; the loading for expenses and reserves and the variations of premiums as affected by the prospective earnings of investments; the computation of total reserves; the fixation of loan and surrender values of paid-up insurance whether by life or term extension; the computation of present and deferred annuities as affected by considerations of age, life, term, endowment, joint life, and annuity policies. Mj.

Prerequisites: *Trigonometry and College Algebra* (Courses 4A, 4B; or 4A, 7; or 5, 7). DR. EPSTEEN.

10. Calculus.—This course is intended for those who do not wish to take the longer courses in Calculus, but who, nevertheless, desire to round out their previous mathematical work with some knowledge of a subject of such great importance, both in pure mathematics and the natural sciences, as the Calculus. The fundamental principles and the general methods will be carefully studied, and illustrated by simple applications arising in mathematics and the physical sciences. Certain students expecting to take the longer courses may advisedly take this course as an introduction. Mj.

Prerequisite; Courses 4 and 5. Course 8, though desirable, is not necessary. DR. EPSTEEN.

11. Calculus.—Osborne's *Differential and Integral Calculus*. DMj.

ASSISTANT PROFESSOR HOOVER.

12. Advanced Calculus.—Byerly's *Differential and Internal Calculus*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

13. Surveying and Navigation.—Treats of the theory of these subjects. No instruction is given in the use or manipulation of instruments. Schuyler's *Surveying and Navigation*. Mj.

ASSISTANT PROFESSOR HOOVER.

*Registrations for this course will not be accepted during 1904-5.

14. Advanced Theory of Equations.—Burnside and Panton's *Theory of Equations*, third edition. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

GRADUATE.

15. Advanced Analytic Geometry.—Loney's *Coördinate Geometry*, or C. Smith's *Conic Sections*, or Whitworth's *Modern Analytical Geometry* (Trilinears, etc.) or Salmon's *Conic Sections*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

16. Solid Analytical Geometry.—C. Smith's *Solid Geometry* (Mj.), Frost's *Solid Analytical Geometry* (DMj.), or Salmon's *Geometry of Three Dimensions* (DMj.) (Informal.)

ASSISTANT PROFESSOR HOOVER.

17. Analytical Statics.—Todhunter's *Statics* (Mj.), Minchin's *Statics* (DMj.), or Routh's *Statics* (DMj.). (Informal.) ASSISTANT PROFESSOR HOOVER.

18. Differential Equations.—Johnson's *Differential Equations*, or Forsyth's *Differential Equations*. (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

19. Dynamics of a Particle.—Tait and Steele's *Dynamics of a Particle*. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

20. Analytical Mechanics.—Elementary course Bowser's *Analytical Mechanics*. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

21. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics* or Price's *Analytical Mechanics*. (Vol. III, Infinitesimal Calculus.) (Informal.) DMj.

ASSISTANT PROFESSOR HOOVER.

22. Twisted Curves and Surfaces.—Differential Geometry. (Informal.) Mj.

ASSISTANT PROFESSOR HOOVER.

23. Projective Geometry.—Reye's *Geometrie der Lage*. (Informal.) Mj.

PROFESSOR MOORE.

24. Modern Analytic Geometry.—Scott, *An Introductory Account of Certain Modern Ideas and Methods in Plane Analytical Geometry*. (Informal.) Mj.

PROFESSOR MOORE.

25. Analysis.—Stolz's *Allgemeine Arithmetik*, Picard's *Traité d'analyse*. (Informal.) 4 Majors.

PROFESSOR MOORE.

26. Theory of Functions of a Complex Variable.—Burkhardt's *Einführung in die Theorie der analytischen Funktionen einer complexen Veränderlichen*, or Harkness and Morley's *Introduction to the Theory of Analytic Functions*. (Informal.) DMj.

PROFESSOR MOORE.

27. Elliptic Functions.—Tannery et Molk's *Éléments de la théorie des fonctions elliptiques*. (Informal.) DMj.

PROFESSOR MOORE.

28. Algebra.—Weber's *Lehrbuch der Algebra*. (Informal.) DMj.

PROFESSOR MOORE.

29. Numbers.—Bachmann's *Zahlentheorie*. (Informal.) DMj.

PROFESSOR MOORE.

SCHOOL OF EDUCATION.

30. Review Course in Mathematics for the Elementary School.—This is designed primarily for the review and restudy, from the teacher's point of view, of the subject-matter upon which the mathematical work of the elementary schools should be based. It deals largely with the applications of mathematics to quantitative problems and questions of school environment and of every day life. The number work of geography, nature study, commerce, business, of construction, and of the industries will receive special emphasis. Out of work drawn from these various sources the science of arithmetic will be derived. The bulk of the work will consist in the actual solution of problems drawn from modern life and representing real conditions. The course will be given under the following heads: 1) Work in counting, indefinite comparison, and measurement covering the period from Grade I to Grade V, inclusive; 2) Work in direct measurement, definite comparison, and ratio covering the period from Grade III to Grade VII, inclusive; 3) Direct and indirect measurement and comparison, covering the period from Grade V to Grade VII, inclusive; 4) Observational and experimental geometry; inductive geometry and generalized arithmetic covering the period from Grade V to Grade X, inclusive.

Mj.

PROFESSOR MYERS.

31. Pedagogy of Mathematics of the Elementary Schools.—This course will be based upon the preceding course or its equivalent and will deal with its educational aspects and pedagogical justifications. While concerning itself chiefly with modern reasons and methods for the teaching of arithmetic, it will not ignore the historical forces and factors out of which the best modern procedure has been evolved. Laboratory and field work in mathematics teaching will be studied and the psychological grounds for these means of imparting mathematical knowledge will be recapitulated. The kind and place of elementary geometry and algebra in the grades will be considered. The following synopsis will indicate the nature of the work: 1) Correlated, applied, and formal number work in grades I to V; 2) theoretical and practical arithmetic of business, of the industries, of elementary science, and of the builder's trade; 3) such geometry and algebra as the pupil is ready for and as will properly graduate his steps toward the high school; 4) the correlation of these three lines of work into an organic whole for the elementary pupil.

Mj.

PROFESSOR MYERS.

32. The Teaching of Secondary Mathematics.—This course presupposes a good knowledge of high-school geometry and algebra. A knowledge of plane trigonometry is desirable, though not required. The course will deal with the problems of the high-school teacher so far as related to the actual work of the class room.

Considerable work in gathering real material and preparing plans for topics of local, general, scientific, social, or industrial interest will be required. The following summary will show the phases of high-school mathematics teaching to be dealt with: 1) High-school arithmetic, geometry, algebra, and physics taught abreast during the first four years; 2) laboratory work in geometry, algebra, trigonometry, and elementary mechanics during the second and third years; 3) laboratory and field work in secondary mathematics and sciences together with much abstract work in the third and fourth years; 4) the correlation of this work into a unified mathematical whole.

Mj. PROFESSOR MYERS.

33. The Psychology of Number.—The work of this course requires a good knowledge of the subject of arithmetic and some power of abstract thought. Questions having to do with the psychological genesis and growth of the number concept are examined. The psychologic grounds for and against the ideas which have dominated pedagogic method in the elementary mathematics are critically examined. The variable unit conception of number is studied with special care. The purpose of the course is to make teachers of elementary mathematics clearly conscious of the function of this subject in elementary education, thereby rendering this practice immune from contagion of shallow mechanical devices as methods of training the number faculty of children.

Mj. PROFESSOR MYERS.

34. Plane Trigonometry and Surveying with Surveyor's Tape and Extemporized Apparatus.—Most of the problems of elementary surveying will be included in this course. It is to assist the teachers of secondary mathematics, who can expend but little if any money for equipment, to vitalize their teaching by introducing into their work such practical applications of the mathematical problems proposed by the class as will make the propositions appeal to the class as presenting real problems needing solution. Most surveying, though ordinarily done with expensive instruments, can be done quite well with a tape and water level. To execute the work in this way makes more mathematical work necessary, but this is not an objection when the prime purpose is mathematical, rather than practical. The few instruments needed for the course may be rented from the University at a small fee.

Mj. PROFESSOR MYERS.

35. The Teaching of College Algebra, Trigonometry, and Analytics.—A good academic knowledge of these subjects is required for admission to this course. The following topical enumeration will suggest the nature of the questions considered: 1) The purpose of College Algebra, Trigonometry, and Analytics, in the curriculum of the college; *a*) viewed from the teacher's standpoint, *b*) viewed from the student's standpoint; 2) method of teaching these subjects as determined by this purpose; 3) the correlation idea as applied to Freshman college mathematics; 4) the laboratory method in Freshman college mathematics; 5) use of graphical work early and all along; 6) applications of these subjects in teaching them; 7) dangers

of this teaching becoming too abstract; 8) order and sequence of special topics. Any recent text in each of these subjects will answer.

Mj.

PROFESSOR MYERS.

36. The Teaching of Differential and Integral Calculus.—A good academic acquaintance with these subjects is required for admission into this course. The following topics will indicate the character of the work: 1) Teaching calculus through its uses in mathematical physics and mechanics; 2) the historical order of development of the subject: *a*) method of exhaustions, *b*) method of indivisibles, *c*) method of infinitesimals, *d*) method of rates; 3) the best conception of the fundamental notions of calculus for beginners; 4) The gradual working out by the student of the notion of the integral as an antiderivative, and consequences; 5) notions of the calculus in the high school; 6) graphical calculus.

Mj.

PROFESSOR MYERS.

37. Elements of Theories of Probability and of Least Squares.—In this course enough of the mathematical theory will be given to fit the student to pursue the following course with profit. The fundamental conceptions are carried far enough to put the student in practical possession of the theories of these subjects.

Mj.

PROFESSOR MYERS.

38. The Theory of Errors.—This course requires a fair academic knowledge of enough differential and integral calculus to make clear the meaning and use of the probability-integral. It will have little to do with the theory of probabilities or of least squares further than relates to the discussion of erroneous observational data and the best known and most practical methods of eliciting from such data their content of truth.

Mj.

PROFESSOR MYERS.

39. Applications of Ordinary and Partial Differential Equations.—This course deals with such differential equations as are called for in Mechanics, Modern Physics, and Astronomy. The aim of the course will be to gather together such exercises and problems as the best teachers find furnish the best means of teaching the subject, in such fashion as to enable the student to use differential equations as an effective instrument for handling quantitative problems. Much of the work will be of such character as to be immediately available in calculus classes. It aims at professional facility and power, both pedagogical and academic.

Mj.

PROFESSOR MYERS.

40. Spherical Harmonics.—This course connects with the preceding, giving its chief attention to such special forms of partial differential equations as integrate into the standard series and functions called for in advanced studies in heat, light, vibration, electricity, and gravitation. The course will be of special value to students or teachers of mathematics, advanced physics, mechanics, and astronomy, whose mathematical training has not been so extended or of so direct a bearing upon their work as they feel it should have been. Emphasis will be laid about equally upon academic

and pedagogic phases of study. Practical electricians and engineers of good attainment will find the course especially helpful to them. Mj.

PROFESSOR MYERS.

41. History of the Teaching of Elementary and Secondary Mathematics.—Especial attention is here given to the historic order of evolution of the subject-matter of arithmetic, algebra, geometry, and trigonometry and to the ideas which, among the various peoples who have contributed to these subjects, have determined the place and function of these subjects, from age to age in the education of the youth. The work will be conducted from the higher point of view of the teacher and with reference to the meaning, for current teaching of these subjects, of the historic stages through which they have passed to reach their present status in school curricula. Mj.

PROFESSOR MYERS.

42. History of the Science of Mathematics.—This course is intended to put the student in possession of a knowledge of the most fruitful epochs and of the most salient influences of mathematical history, to make him more keenly appreciative of the fact that his science is and has always been a growing science, to inform him that the attitude of mind exhibited by the works of the great mathematicians is most conducive to progress today, in short to assist the mathematical student to a more intelligent identifying of himself with those men and movements which are making for mathematical advance at the present time. Mj.

PROFESSOR MYERS.

XVIII. ASTRONOMY.

1. Elementary Astronomy.—Deals with the fundamental facts, principles, and methods of the science. Todd's *New Astronomy*, with copious references to Young's *General Astronomy*. (Informal.) Mj.

ASSISTANT PROFESSOR MOULTON.

2. Analytical Mechanics.—Elementary course, Bowser's *Analytical Mechanics*. (Informal.) Mj.

ASSISTANT PROFESSOR MOULTON.

3. Advanced Analytical Mechanics.—Ziwet's *Theoretical Mechanics*. (Informal.) Mj.

Prerequisite: Courses 12 and 15 in the Department of Mathematics and Course 2 in Astronomy.

ASSISTANT PROFESSOR LAVES OR
ASSISTANT PROFESSOR MOULTON.

4. Celestial Mechanics.—Selected chapters. F. Tisserand, *Traité de Mécanique Céleste*, I, or O. Dzioebek, *Mathematical Theories of Planetary Motions*. (Informal.) Mj.

Prerequisite: Course 3 or its equivalent, and a reading knowledge of French.

ASSISTANT PROFESSOR LAVES OR
ASSISTANT PROFESSOR MOULTON.

XIX. PHYSICS.

1. Elementary Physics.

A. Mechanics, Sound, and Heat.—This course corresponds essentially to the first Major of Course 0, in residence, and is designed to cover the first

half year's work in Elementary Physics as given in high schools and academies. A text is followed rather closely in the reading lessons, supplemented by new problems and references to other text-books. The apparatus for the required laboratory work, together with detailed instructions for setting up the apparatus and performing the experiments, are packed in a special case and shipped to the student. Reports on both the reading and laboratory work will be submitted for approval or correction. A deposit of \$15 is required for the loan of the apparatus. This will be refunded when the same is returned intact, less expressage and \$3, the loan fee. Mj.

B. Electricity, Magnetism, and Light.—A continuation of Course A, and the equivalent of the second half year of High-School Physics. The plan for text and laboratory work laid down under Course A is followed in this course. A deposit of \$10 is required for the loan of apparatus. This will be refunded when the same is returned intact, less expressage and \$250, the loan fee. Courses A and B together constitute the admission unit in Physics. Mj.

MR. HOBBS.

XX. CHEMISTRY.

1. Qualitative Analysis.

A. The most important test for the metals and acids will be considered. The object of this course will be to make the student familiar with the methods of performing the tests, to teach him how to make the tests as delicate as possible, and to lead him to understand how the methods of separation and detection are based upon a judicious selection and arrangement of these tests. In addition to the study of tests and reactions, the student will be expected to analyze a number of simple salts, and a few mixtures which contain in each case only the metals or acids of a single group. Analytical Chemistry is not purely mechanical: a chemical analysis can be carried out intelligently only by one who understands the scientific principles which underlie the methods which he uses. Mj.

B. This course continues Course A, and will give the student practice in the analysis of simple salts, which will lead to the analysis of simple mixtures, and finally, to rather difficult mixtures in which the metals and acids are to be determined. About twenty-five "unknowns" will be analyzed. Mj.

C. This course is a continuation of Courses A and B. The work of this Major will consist in the analysis of complicated mixtures, and especially in the analysis of minerals and commercial products. Mj.

The apparatus required in these three Majors would not cost more than \$15.00. It will be sent in a special case upon the receipt of a deposit of \$15. When the apparatus is returned the deposit will be refunded less expressage, breakage and the loan fee. The loan fee is charged for use of apparatus and for chemicals which are sent in the form of mixtures for analysis. The University is not allowed to supply reagents. The loan for each Major is \$2.50. (When apparatus is not furnished it will be \$1.00.)

Prerequisite: These three Majors cover the ground of the second year of college work in Chemistry. For admission to A, a year of *General Chemistry* including laboratory work is required. DR. JONES.

XXI. GEOLOGY.

1. Physiography.—The course embraces the following general subjects: 1) The form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and moon with the consequent changes in the length of day and night and the seasons; 2) the atmosphere—its constitution, temperature, pressure and movements, weather changes and climate; 3) the ocean—its constitution, temperature, movements, geologic activities, coast-line phenomena; 4) the land—the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. The course covers the ground of Course 1 offered in residence, and is suited to the needs of those who teach Physical Geography and Physiography in preparatory schools. Mj.

DR. CALHOUN.

2. General Geology.—This course treats of the leading facts and principles of geology, and the more important events of geological history. It embraces the following general subjects: 1) rocks composing the earth's crust; 2) dynamical geology—the work of atmospheric, aqueous, igneous, and organic agencies treated in a manner to supplement the physiographic studies of Course 1; 3) structural geology—the origin and structure of the igneous, metamorphic, and sedimentary rock formations; 4) historical geology—a systematic study of the development of the series of geological formations with especial reference to the evolution of the North American continent. In this connection will be considered the historical development of organic life forms. This course covers the ground of Course 2 given in residence and is adapted to the needs of teachers in high schools and academies and to students not intending to specialize in geology. Course 1, while desirable, is not a prerequisite. Mj.

DR. ALDEN.

3. Economic Geology.—This course is designed to give a general knowledge of the principles governing the formation and occurrence of the more important ores and non-metalliferous deposits, and of the conditions, commercial and otherwise, which limit their exploitation. It covers the study of: 1) structural materials—including building stones, clays, limes, mortars, and cements; 2) fuels—including coal, petroleum, and natural gas; 3) principles controlling the deposition of ores—including the nature of ores, the forms of ore bodies, and their relations to the structural features of the containing rocks, the formation of cavities in rocks, underground waters, their composition, circulation, and work; 4) ores of metals—including iron, copper, lead, zinc, gold and silver. No attempt will be made to cover the entire field, but typical districts or occurrences will be studied in each case. Incidentally it is hoped the student will learn how to study any other district or ore with which he may later come in contact, and to that end he will be put into touch with the general literature of the sub-

ject. The general methods of treatment will in each case be outlined. The course is not designed for beginners, and the student will be expected to be familiar with the common rocks and minerals. Mj.

Prerequisite: *A course in general geology or a practical knowledge of geology gained by experience in mining, etc.*

DR. BAIN.

XXII. GEOGRAPHY.

1. Meteorology and Climatology.—A study of the principles of meteorology, intended for teachers of geography, and students of college grade. It takes up in some detail; 1) the composition and limits of the atmosphere; 2) the nature of heat and heat diffusion; 3) the astronomic relations of the earth as controlling atmospheric temperature; 4) the laws of temperature distribution and change over the earth; 5) the nature and measurement of air pressures and the origin of the vertical circulation; 6) the general atmospheric circulation; 7) the cyclonic storm; 8) convectional storms; 9) the making and reading of the daily weather map—forecasting; 10) exercises in climatology—the application of the principles of meteorology in the interpretation of regional climates. Mj.

ASSISTANT PROFESSOR GOODE.

***2. Commercial Geography.**—A general course on the commerce and leading industries of the world, treating of the influence of geographic location, relief, soils, and climate, in determining the character of the natural resources; the development of the greater industries; the location of commercial and industrial centers; and the routes of trade. Mj.

ASSISTANT PROFESSOR GOODE.

3. Influence of Geography on American History.—This course is primarily for teachers of geography and history. It includes: 1) An introductory study of the relation of man to his physical environment; 2) a study of the geographic conditions which have influenced the course of American history, their importance as compared with one another, and their importance as compared with non-geographic factors. Among the topics considered are: geographic conditions leading to the discovery of America; exploration and settlement as affected by geographic conditions; geographic control of westward expansion; American sea power; growth to a continental power; geography of the civil war; immigration; geographic control of industries; the United States a world power. Mj.

MR. BARROWS.

XXIII. ZOOLOGY.

1. Animal Life.—A course equivalent to college entrance requirements, designed primarily to cultivate an intelligent interest in animal forms, habits, and activities, and in their adaptations to place and mode of life. The types studied will all be inland forms most of which, in view of the objects of the course, the student will be required to collect. In certain cases, however, materials for study may be supplied. Outlines for study will be furnished and reading will be

assigned to help the student to understand general relations. Some dissection will be necessary. A compound microscope will be found useful but is not essential. The work can be adapted to those interested in Nature study, and will be helpful to high-school teachers of biology; though it is quite elementary. The cost of text, instruments, note-books and materials will be about \$7.50. Mj.

MR. LARGE.

2. Faunistic Zoölogy.—A study of local faunas, intended for students of collegiate grade. The work will be adapted to individual inclinations or needs, and may limit itself to work on particular groups, or, it may attempt to cover the entire fauna of an area. In general the student will be directed in making field observations, in breeding insects and aquatic animals, and in making collections illustrating biological principles. By bringing students of different sections into mutual correspondence, opportunity will be given for comparative study of faunas. Mj.

MR. LUTZ.

3. General Morphology of the Invertebrates.—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about 25 forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$2.50 for each Major. DMj.

DR. CHILD AND DR. E. H. HARPER.

4. General Morphology of the Vertebrates.—The course covers the ground of Course 3 offered in residence. It is intended to complete the survey of the animal kingdom begun in the course on the Invertebrates, but that course, although affording a desirable preparation for this one, is not a prerequisite. The work will consist of assigned reading and dissection. The following type forms will be supplied: Tunicate, Amphioxus, Elasmobranch, and either the Frog or Necturus, and the student will be expected to work out the life history, development, and metamorphosis of the frog as illustrative of vertebrate development. A fee of \$2.50 is charged for material. Mj.

MR. TOWER.

XXIII. ANATOMY.

1. Methods in Animal Histology.—In this course the principles and main methods of making and studying histological preparations are taken up. The tissues of the dog or cat are used for material. The microscope, its proper care and use, are dealt with. In the practical work the student will prepare specimens by the various methods of fixing, hardening, staining, and sectioning now in general use. This course is designed especially for medical students and for practitioners who wish to become familiar with modern technique. A good pocket lens, a compound

microscope, dissecting instruments, microtome, stains, and reagents are necessary. Apparatus can be supplied at reduced rates. Mj.

PROFESSOR BARKER AND DR. REVELL.

XXIV. PHYSIOLOGY.

1. Elementary Physiology.—This course corresponds to Course 1 given at the University. The aim is to acquaint the student with the fundamental physiological processes taking place in the human body. The work will consist principally of readings in standard text-books on Physiology with exercises based thereon, but in addition the student will be required to perform a number of simple experiments. These will consist of observations on his own body and experiments which can be made on domestic animals, etc. This course will appeal 1) to students desiring to meet college entrance requirements in Physiology; 2) to those who contemplate attending medical or dental schools; 3) to those who wish a general knowledge of this subject for culture purposes. Mj.

DR. NEILSON.

2. General and Special Physiology.—This course will be an extension of Course 1. It aims to go more deeply into the facts and theories of physiological processes. From the nature of the course, extensive reading and many experiments will be required. The different bodily processes will be discussed, and experiments will be made to demonstrate these processes. The experiments will require apparatus, part of which the student can make and part of which he can buy, or in some cases borrow from the Physiological Department. This course will appeal especially 1) to teachers in high schools and academies; 2) to students in colleges, medical or dental schools, wishing advanced work in Physiology. The outlines give full directions for using the apparatus and making the experiments. Mj or 3M.

DR. NEILSON.

XXVII. BOTANY.

1. Elementary Plant Physiology.—This course corresponds to Course 2, in residence. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard text-book. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections. Mj.

PROFESSOR BARNES AND DR. LIVINGSTON.

2. Elementary Plant Ecology.—This course covers essentially the same ground as Coulter's *Plant Relations*, and does not necessarily require previous botanical training, though some work in plant analysis and in the study of plant structures is highly desirable.

The work consists chiefly of the study of plants from the standpoint of function, and also the modifications which are produced by different environments. Mj.

MR. HOWE.

3. Laboratory Ecology.—This course is a continuation of Course 2, being a microscopic examination of the structures studied in that course. It involves the careful study of the absorptive, conductive, synthetic, protective, and storage tissues of plants in relation to their functions. Special attention is given the variations of structure in so far as they depend upon changes in environment. Students who elect this course should have a knowledge of elementary Botany, and should have access to a compound microscope. A knowledge of German is highly desirable. Fee for material and loan of slides, \$2.50.

Mj.
MR. HOWE.

4. Elementary Forestry.—The principal subjects covered by this course are: 1) the identification of trees by the use of keys and other helps; 2) the life relations of trees, that is, trees as influenced by light, soil, temperature, wind, animals, and by the struggle for existence; 3) the composition and distribution of the forests of the United States, involving the making of distributional maps; 4) some economic aspects of forestry, namely the proper care and management of the forest studied, including plans for improvement, cuttings for reproduction, and for protection from fire. The field for study will be some limited area of forest to which the student has access. The course is designed as an introduction to work in forestry schools, although it will be equally valuable to those who desire to become acquainted with the life history of a forest and with the more important forest problems.

Mj.

MR. HOWE.

5. Field Ecology.—This course is designed primarily for those students who have taken Elementary Ecology, and who desire to pursue further investigations along this line. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj.

DR. COWLES.

6. Methods in Plant Histology.—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 450 diameters, a microtome, and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj.

DR. CHAMBERLAIN.

7. General Morphology of the Algae and Fungi.—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks' course in residence. The fifty types studied represent all the main groups of Algae and Fungi. The applicant should have some knowledge of elementary botany, and access to a compound microscope with a magnification of at least 400 times. An additional fee of \$2.50 is charged for material furnished. Mj.

DR. CHAMBERLAIN.

8. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in Algae and Fungi, and requiring that course or its equivalent as a prerequisite. There are needed for this work skilfully stained preparations which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material, \$2.50.

Mj.

DR. CHAMBERLAIN.

9. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. Aside from a study of the structure and development of typical forms, the most important features of this course are: A study of karyokinesis, the tissue systems, embryology, and a brief survey of Engler's scheme of classification. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5.00.

Mj.

DR. CHAMBERLAIN.

SCHOOL OF EDUCATION.

10. The Teaching of Natural Science.—The courses in the teaching of natural science offered in the College of Education are intended distinctly for those who desire professional training as teachers. They all assume at least that degree of academic knowledge of subject-matter on the part of the student which shall enable him to grasp with some clearness the interrelations of the great subdivisions of science. They also presuppose that maturity of mind and experience on the part of the students which will enable them to take up with intelligence the study of the relations of the various subdivisions of subject-matter to the needs of pupils ranging from the kindergarten to the college. This course deals with those larger aspects of nature with which children at first become acquainted. The work will be directed toward a study of the region, considered as a whole, which lies within convenient reach of the student. It will involve also a study of the causes which have led to subdivisions of this entire area into smaller units, each of which may have something of a distinctive character of its own. Collections of specimens of soil, rock, plants, and animals are to be made in sufficient quantity to enable the pupils to make an intelligent comparison between the areas, one with another. Photographs or sketches, and maps as well as records of work done by pupils under the supervision of the one taking the course, will be required of students as a part of the reports submitted.

Mj.

PROFESSOR JACKMAN.

XXVIII. PATHOLOGY AND BACTERIOLOGY.

ACADEMY.

1. Bacteriology in the Household.—This course is designed for those who do not wish to set up a complete laboratory, and will consist of: 1) reading of prescribed text-books and magazines bearing upon the morphology, classification, and characteristics of

bacteria, and their use in the arts; 2) the writing of themes on subjects assigned by the instructor; 3) the study of sealed cultures of different colored and non-colored bacteria; 4) simple experiments on kitchen utensils; 5) experiments on milk, a) the care of milk, b) the pasteurization and sterilization of milk. Mj.

DR. DAVIES.

COLLEGE.

2. Bacteriological Technique.—The work will cover the following subjects: 1) the manipulation of the microscope; 2) the methods of staining various bacteria; 3) the methods of growing and studying bacteria; 4) the principles of sterilization; 5) the methods of pasteurization as applied to the treatment of milk; 6) the determination of the number of bacteria in water and milk. Students must consult the instructor before registering for this course. Mj.

DR. DAVIES.

3. Advanced Bacteriology.—Designed for those interested in the study of bacteriology in its relation to domestic science and medicine. The course will be especially valuable to students of medicine and to practitioners. A fee of \$5 is charged for material. Mj.

Prerequisite: *Course 2 or its equivalent.*

DR. DAVIES.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION.

1. Outline of Hebrew History.—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj.

DR. J. M. P. SMITH.

2. Old Testament Prophecy.—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: 1) the controlling ideas in the teaching of each of the great prophets; 2) the relation of the prophet and his work to the political and social movements of his day; 3) the attitude of the prophet toward the priest and priestly institution; 4) the place of prophecy in the preparation for the work of Christ. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR W. R. HARPER AND DR. J. M. P. SMITH.

3. Old Testament Worship.—A study of the element of worship and the institutions connected with worship in the Old Testament. Special consideration will be given to such topics as: 1) the priest; 2) place of worship; 3) sacrifice; 4) feasts; 5) tithes; 6) clean and unclean, etc. Attention will be given to the characteristic ideas of the priest as distinguished from those of

the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. Mj.

PROFESSOR W. R. HARPER AND DR. J. M. P. SMITH.

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION.

1. The Life of Christ in Connection with the Gospel of Luke.—A course which should be taken first by those who wish to master thoroughly the New Testament. It is treated inductively, according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. M.

MR. RUSSELL.

2. The Gospel of John.—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; and application to present life and character. M.

MR. RUSSELL.

3. The Acts.—The chief topics for investigation will be 1) The *Organization* of the church, its source development, officers, members, method of government, rites, services, etc.; 2) The *Environment* of the church, its relation to the ecclesiastical and civil powers, and to the common people; 3) The *Development* of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth; 4) The *Belief and Teaching* of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to Paganism, etc.; 5) The *Practice* of the church concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself; 6) God's *Providence* sustaining and directing the church; 7) The *Records* which have preserved to us a history of this primitive period of Christian church history. M.

MR. RUSSELL.

XLIV. SYSTEMATIC THEOLOGY.

1. Outline Course in Systematic Theology.—The course is intended to give a general acquaintance with the field of systematic theology, with especial reference to the problems which are today attracting chief attention. The first half of the course is devoted to a general introduction to the subject; the second half to the content of systematic theology. The contents of text-books prescribed are to be carefully analyzed and criticised on the basis of questions and topics furnished by the instructor. Mj.

ASSISTANT PROFESSOR G. B. SMITH.

2. Christian Ethics.—This course attempts to set forth the moral aspects of the Christian religious experience. The psychological constitution of the moral disposition of the Christian is investigated. The Christian moral ideal is differentiated from the naturalistic theories of ethics set forth by the Greek philosophers and by modern utilitarian and evolutionist schools, and from the theory of supernatural legalism as exhibited in Judaism. The moral motive power of the Christian, and the fundamental canons of moral judgment are discussed, with suggestions as to the method of determining duty in the various fields of human activity. The course thus serves as an introduction to the study of social ethics from the Christian standpoint. The work will be done on the basis of a syllabus with collateral reading. Mj.

ASSISTANT PROFESSOR G. B. SMITH.

3. Apologetics.—A critical study of Kaftan's *The Truth of the Christian Religion*, (Informal.) Mj.

Prerequisite: Courses 5, 7, 8 and 9 in the Department of Philosophy or an equivalent.

ASSISTANT PROFESSOR G. B. SMITH.

4. The Theological Significance of Leading Movements of Thought in the Nineteenth Century.—The Philosophy of Kant and of Hegel, the theological principles of Schleiermacher and of Ritschl, Comte and the Positive Philosophy, the development of biblical criticism, and the rise of the Philosophy of Evolution are the chief topics for study. The problems raised for theology by these movements will be carefully considered. Those taking the course should have access to an adequate library, or should be willing to incur considerable expense for books. (Informal.) DMj.

ASSISTANT PROFESSOR G. B. SMITH.

XLV. CHURCH HISTORY.

1. Church History Prior to Constantine (30-311 A. D.).—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines Mj.

PROFESSOR HULBERT.

2. The Protestant Reformation.—Extent and state of Christendom at the opening of the Sixteenth Century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process. Mj.

ASSOCIATE PROFESSOR MONCRIEF.

LIBRARY SCIENCE.

1. Technical Methods of Library Science.—This course is designed as an elementary training in practical library work for those who are unable to attend a library school. It deals with cataloguing, classification, accessioning, shelf-listing, bookbinding, gift work, periodicals, and loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at some library school. As preparation, students should have some college, or equivalent, training. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj.

MISS ROBERTSON.

THE ENGLISH THEOLOGICAL SEMINARY.

I. GENERAL INFORMATION.

1. **The English Theological Seminary** of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education, but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, *while twenty-four Major courses are still required for the certificate*, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements this work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a ministerial license, or a certificate of ordination, or a

statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University, when requested, with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required) as govern the regular courses of the Correspondence-study Department.

4. **Expenses.**—For students in the English Theological Seminary the entire fee for *each* course announced below is \$3. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University matriculation fee together with the appropriate course fee.

II. COURSES OF INSTRUCTION.

NOTE.—No credit toward any *degree* is allowed on these courses. They count only toward the English Theological Seminary *Certificate*.

1B. **English Composition and Rhetoric.** Mj.
DR. MARSH.

2B. **Outlines of Greek and Roman History.** Mj.
ASSOCIATE PROFESSOR MONCRIEF.

3B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship.

Mj.
PROFESSOR JOHNSON.

4B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age.

Mj.
PROFESSOR HENDERSON.

5B. **The Family.**—Historical development; social ethics of domestic institutions; pathology; contemporary reform and amelioration.

Mj.
PROFESSOR HENDERSON.

6B. **Church History Prior to Constantine (30-311 A. D.).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire;

persecution and martyrdom; written attacks; apologies; the New Testament idea of the Church constitution and discipline; life and worship; heresies and sects; development of doctrines.

Mj.
PROFESSOR HULBERT.

7B. **Church History.**—The Protestant Reformation. Extent and state of Christendom at the opening of the Sixteenth Century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process.

Mj.
ASSOCIATE PROFESSOR MONCRIEF.

8B. **Outline of Systematic Theology.**—The course is intended to give a general acquaintance with the field of Systematic Theology, with especial reference to the problems which are attracting chief attention.

Mj.
ASSISTANT PROFESSOR SMITH.

9B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ.

Mj.
PROFESSOR MATHEWS.

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UNIVERSITY OF CHICAGO

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

ANNOUNCEMENTS

VOL. VI

JUNE, 1906

NO. 5

CORRESPONDENCE-STUDY DEPARTMENT

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III. GENERAL INFORMATION

The General Plan for Extra-Mural Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its classrooms in two ways: (1) By lecture-study courses; (2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs.

1. Teaching by Correspondence.—Experience has shown that many subjects can be taught successfully by correspondence. DIRECTION and CORRECTION can oftentimes be given as effectively in writing as by word of mouth. Obviously, self-reliance, initiative, perseverance, accuracy, and kindred qualities are peculiarly encouraged and developed by this method of instruction.

2. Purpose and Constituency.—This Department of the University Extension Division does not provide a CURRICULUM leading to a degree, but furnishes a LIST OF COURSES from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who cannot avail themselves of resident instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. Method of Instruction.—Each correspondence course is designed to be equivalent to the corresponding residence course, and contains therefore a definite amount of work. A MAJOR (M_j) calls for an amount of work which a student in residence would be expected to accomplish in twelve weeks, reciting five hours per week. A MINOR (M) calls for one-half as much work as a Major. The resident student who does full work completes three MAJORS every three months, but the correspondence student has a minimum of twelve and a maximum of fifteen months (or, if extension of time is granted, of twenty-seven months) for completing whatever number of MAJORS or MINOR courses he applies for (cf. § 6, e and g). On the other hand it is permissible to finish courses as rapidly as is consistent with good work. Courses are of two kinds, formal and informal.

a) The **FORMAL** course furnishes a systematic and progressive presentation of the subject in a given number of lessons (cf. § 6, o). Each lesson contains: (1) full directions for study, including references to the textbooks by chapter and page; (2) necessary suggestions and assistance; (3) questions to test the student's methods of work as well as his understanding of the ground covered. After preparing for recitation the student writes his answers to the questions and mails them to the instructor, together with any difficulties which may have arisen during his study. This recitation paper is promptly corrected and returned. In like manner every lesson is carefully criticised by the instructor and returned, so that each student receives PERSONAL GUIDANCE AND INSTRUCTION throughout the course.

b) The **INFORMAL** course is designed for students who are pursuing studies of an advanced nature. The course is usually arranged between instructor and student to meet the particular needs of the latter. The formal

lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are **FORMAL** when not otherwise indicated.

4. Admission.*

a) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student however, the University does require certain information called for on the formal application blank, and reserves the right to reject applicants, or to recommend other courses than those chosen, if the data furnished on the blank justify such action. If the applicant is rejected, or the substitution recommended is not accepted by the student, all fees are refunded. The application blank will be supplied upon request. IT SHOULD, IN EVERY CASE, ACCOMPANY THE FEE FOR A NEW COURSE.

b) A correspondence student whose standing in one of the Colleges or Schools of the University has not been definitely determined is ranked as an **UNCLASSIFIED STUDENT**.

5. Recognition for Work.

a) A certificate is granted for the satisfactory completion of the recitation work in any Major or Minor course. An average grade of C (6o) entitles one to a certificate.

b) Admission credit is given for courses covering college entrance requirements, which are satisfactorily completed and passed by examination.

c) Credit toward a Bachelor degree (cf. § 6, b) (1)) is given for courses of a college grade satisfactorily completed and passed by examination.

d) If the student has a record of residence work in the University, credits gained through correspondence courses are immediately transferred to that record; if not, they are held in the Correspondence-study Department until the student secures such a record.

e) See also Regulations a), b), and d).

6. Regulations.

a) The University of Chicago grants no degree for work done wholly in absence. A MINIMUM of nine Majors (one year's work) of residence study at THE UNIVERSITY OF CHICAGO is required of everyone upon whom any degree is conferred.

b) Correspondence courses are accepted as meeting the study requirement for the different degrees as follows:

(1) The candidate for a **BACHELOR** degree (A.B., Ph.B., or S.B.) may do eighteen of the required thirty-six Majors of college work, by correspondence.

(2) The candidate for the **MASTER'S** degree (A.M., Ph.M., or S.M.) may not offer correspondence work for any of that required for this degree, inasmuch as the maximum resident time and study requirement for this degree (nine months and nine Majors) is at the same time the minimum requirement for any degree.

(3) The candidate for the **DOCTOR'S** degree (Ph.D.)

* If the student later on comes to the University, he must satisfy admission requirements (see *Circular of Information of the Colleges*, pp. 9 ff.).

should consult the head of the Department in which his work lies before choosing correspondence courses FOR CREDIT. While it is permissible to do one-third of the work required for the degree by correspondence, very few non-resident students command the necessary library or laboratory facilities for graduate study.

NOTE.—The University of Chicago's Bachelor degree, or its full equivalent, is prerequisite for admission to candidacy for a Master's or Doctor's degree. If a student presents an inferior degree he can make it equal to the University degree by means of correspondence courses, and thus be free to devote his entire time in residence to graduate work (cf. § 6, a).

- c) A student may begin a correspondence course at any time in the year.
- d) A resident undergraduate student must secure the consent of his Dean before registering for a correspondence course.
- e) A student will be expected to complete any course or courses WITHIN ONE YEAR FROM THE END (i. e., March 23, June 23, September 23, December 23) of the Quarter in which he registers.
- f) A student who, for any reason, does not report either by lesson or by letter within a period of ninety days, may thereby forfeit his right to further instruction in the course.
- g) Extension of time will be granted: (1) FOR A PERIOD EQUAL TO THE LENGTH OF TIME WHICH A CORRESPONDENCE STUDENT SPENDS IN RESIDENT STUDY AT THE UNIVERSITY OF CHICAGO, providing due notice is given the Secretary AND the instructor both at the beginning and the end of such resident study; (2) FOR ONE FULL YEAR FROM THE DATE OF EXPIRATION OF THE COURSE, if, on account of sickness, or other serious disability, the student has been unable to complete the course within the prescribed time (cf. § 6, e)), providing (a) he secures the consent of the Secretary and his instructor, and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his instructor cannot be recognized by the Department.
- h) In order to secure credit for a correspondence course, the student must pass an examination on it at such time as is most convenient to himself and his instructor, either at the University or, if elsewhere, under supervision which has been approved by the University.
- i) During an instructor's vacation a substitute will, IF POSSIBLE, be provided.
- j) The fee for matriculation in the University (\$5) is required once, at the time of first registration, of each one who has not matriculated in the institution either as a residence or a correspondence student. The fee is general for the whole University.
- k) No fee is refunded on account of a student's inability to enter upon or continue a course.
- l) The matriculation fee will not be refunded to a student whose application has been accepted (cf. § 4, a)).
- m) The student must forward with each lesson postage (or, preferably, a stamped, self-directed envelope) for return of same.
- n) A student will be required to pay for but one Major of a Double Major (DMJ) course (e. g., Course 1 in Latin, Plane Geometry, etc.) at a time, unless he applies for both Majors.
- o) Ordinarily, a Major consists of forty, and a Minor of twenty lessons; but there may be variations from this number in order to accommodate the work to the requirements of a particular course. Each course represents a DEFINITE AMOUNT OF WORK (cf. § 3);

the number of lessons into which it is divided being incidental.

- p) A course announced as a Major may not be taken as a Minor at a time.
- q) Each correspondence course is equivalent to the corresponding residence course, and commands credit unless definite statement is made to the contrary (cf. § 5).
- r) All informal courses are majors except when otherwise indicated.

7. Expenses.

- a) All fees are payable in advance.
- b) The matriculation fee is \$5 (cf. § 6, j)); the tuition fee for each Minor course is \$8; for one Major course, \$16. If a student registers AT THE SAME TIME for two Major courses the tuition fee is \$30; for three Major courses, \$40. No reduction is made for Minor courses taken simultaneously. The tuition fee includes payment for the instruction sheets received. Textbooks which cannot be borrowed (cf. § 10) must be purchased by the student.
- c) The student is required to enclose postage for the return of the lesson papers (cf. § 6, m)).
- d) Money should be sent in the form of postal or express order or New York or Chicago draft, made payable to the UNIVERSITY OF CHICAGO. The Chicago clearing House charges exchange on all other forms of remittance—15 cents on sums up to \$50.

8. Method of Registration (recapitulated).

- a) File with the Secretary of the Correspondence-study Department a formal application for EACH course desired. The required application blank will be furnished upon request (cf. § 4, a)).
- b) FORWARD WITH THE FORMAL APPLICATION THE NECESSARY FEES: (1) \$5 for matriculation, if not matriculated in the University (cf. § 6, j)); (2) \$8 for each Minor course, or \$16, \$30, or \$40, according as one, two, or three Major courses are applied for (3) an additional fee for certain courses in Physics, Chemistry, Zoölogy, Botany, and Bacteriology.
- c) A student registering for English Theological Seminary courses will pay the matriculation fee, \$5, and \$3 for each course taken.

9. Awards.

a) Scholarships.*

CLASS A.—Three scholarships, each yielding tuition in residence for one Quarter (\$40), are awarded annually on April 1 to the three students who have begun, satisfactorily completed, and passed by examination the GREATEST NUMBER of Major correspondence courses, but at least three, during the preceding twelve months. If two or more persons finish the same number of Majors, the Scholarships are awarded in the order of the dates of the last examinations, beginning with the earliest.

CLASS B.—A scholarship yielding tuition in residence for one Quarter (\$40) is awarded for EVERY FOUR different Major correspondence courses, dated as beginning April 1, 1904, or later, which a student satisfactorily completes and passes by examination.

The names of those who win Scholarships are printed in the *Annual Register*.

- b) **Honorable Mention**—The names of those who satisfactorily complete and pass by examination THREE Major correspondence courses—dated as beginning April 1, 1904, or later—by April 1, of each year, are printed in the *Annual Register* of the University.

* Scholarships are good for any Quarter. Two Minors are equivalent to one Major. English Theological Seminary courses are excluded from scholarship competition.

- c) The *Annual Register* is sent to those whose names appear therein as winners of the Scholarships or of Honorable Mention.
- d) The *University Record* is sent for one year to every correspondence student who registers for one or more Major courses. If the same student registers again after an interval of twelve months, he is entitled to the *University Record* for another year.
- 10. **Books, etc.**—Textbooks, maps, etc., which are recommended for use in the various courses may be obtained

IV. COURSES OF INSTRUCTION

I. PHILOSOPHY

1. Elementary Psychology.—This course takes up the general study of mental processes. It aims to train the student to observe the processes of his own experience and those of others, and to appreciate critically whatever he may read along psychological lines. It is introductory to all work in philosophy and pedagogy, and is an important part of equipment for historical and literary interpretation.

Mj

DR. WATSON

2. Advanced Psychology.—This course presupposes such a familiarity with the subject-matter of psychology as may be gained from Course 1 or from intimate acquaintance with Angell's "Psychology," James's "Briefer Course in Psychology," Royce's "Outlines of Psychology," Titchener's "An Outline, and Primer of Psychology," or Wundt's "Outlines of Psychology." It may then properly be described as a continuation of the study or an ADVANCE upon an elementary presentation of the science with a view to further grounding in methods, and a reconsideration of some of its salient problems in the light of recent specialized studies.

Mj

DR. MACMILLAN

3. Psychology of Religion.—A study will be made of the various types of conversion and related phenomena. Particular attention will be given to the development of the psycho-physical organism in connection with the rise of the religious consciousness in the individual. Constant reference will be made to the literature on the subject.

DR. AMES

4. Ethics.—An introductory course intended (1) to familiarize the student with the main aspects of ethical theory, and through this (2) to reach a method of estimating and controlling conduct. The main divisions of the course are: (a) the general nature of moral conduct; (b) the psychology of obligation, conscience, responsibility, and freedom; (c) an historical and critical study of the various standards of estimating conduct with special attention to Mill, Spencer, and Kant.

Mj

ASSOCIATE PROFESSOR MOORE AND DR. ASHLEY

5. Logic.—This course will cover practically the same ground as Course 3 in residence. The aim will be (1) to familiarize the student with logical processes; (2) to afford training in careful and critical habits of thought; (3) to provide a substantial foundation for subsequent work in philosophy. The topics which will be considered are those usually included in a general survey of logic, such as the concept; the various forms of judgment; deductive reasoning, including syllogisms and fallacies; inductive reasoning, including methods of inductive inquiry; the hypothesis; inductive fallacies, etc. Stress will be laid on the functional aspect of thought-processes, and attention will be called to certain underlying psychological principles. While "Elementary Psychology" is a helpful preliminary, the course may be taken with profit by those who are prepared for thorough study. The work will consist in the study of

through the University of Chicago Press, Chicago. Estimates and prices will be furnished on application. IN EXCEPTIONAL CASES some of these books may be borrowed from the University Library. Applications for loans should be addressed to the Librarian of the University of Chicago.

- 11. **Lecture-Study.**—Attention is called to the special circular relative to lecture-study work, which may be obtained on application.

IV. COURSES OF INSTRUCTION

one or two standard textbooks, which will be supplemented as occasion requires by exercises and discussions.

Mj

DR. ASHLEY

6. Greek and Mediæval Philosophy.—This course is designed (1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and (2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato and to Aristotle's "Ethics."

Mj

PROFESSOR TUFTS

7. Modern Philosophy.—Descartes to Hume, with special study given to Descartes' "Meditations," Locke's "Essay," Berkeley's "Principles of Human Knowledge," and a portion of Hume's "Treatise on Human Nature." (Informal.)

Mj

PROFESSOR TUFTS

8. Introduction to Kant.—Watson's "Selections" and Mahaffy and Bernard's editions of "The Critique of Pure Reason," and "Prolegomena," will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's "Leibnitz" will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of "The Critique" as found in Watson's "Selections." (Informal.)

Mj

Prerequisite: Course 7, or its equivalent.

PROFESSOR TUFTS

9. Movements of Thought in the Nineteenth Century.—The course is a continuation of the history of modern philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will necessarily be superficial, touching only upon the important moments in the development of thought during this century.

Mj

Prerequisite: Two of the three Courses 6-8.

PROFESSOR TUFTS

10. Educational Psychology.—A study of the fundamental psychological processes in their bearings upon educational problems. The stages of mental development, the psychology of the social character of education, and analysis of the "Recapitulation" and "Culture Epoch" theories will receive special attention.

Mj

ASSOCIATE PROFESSOR MOORE AND DR. ASHLEY

11. The History of Education.—This course will make a study of the methods of those schools which have exerted

a marked influence upon the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not part of the history of education, and will not be given special attention in this survey. Mj

DR. DOPP

12. A Comparative Study of the School Systems of Germany, England, and the United States.—The course will trace the historical development of the existing systems of elementary and secondary education, with especial emphasis upon the characteristic ideals that have differentiated them, and upon present tendencies. Mj

PROFESSOR BUTLER

***13. Problems in Secondary Education.**—The course will discuss education as training for social efficiency; the intellectual, social, physical, and moral elements in education; adolescence; the high-school curriculum; handicrafts in secondary education; electives; the extension of the high-school course by the addition of two years; the school and the community; "the many-sided interest;" on sending boys and girls to college. The student will be expected to make a study of schools in his neighborhood and to make reports upon these schools, in relation to the general topics studied. Mj

PROFESSOR BUTLER

14. Elementary School Methods.—History, nature-study, and mathematics will be considered in this course with reference (1) to the principles involved in selecting the subject-matter which is most valuable for primary, intermediate, and grammar grades; and (2) to methods of teaching which provide an opportunity for the full use of both mind and body. Typical modes of activity, such as dramatic play, modeling in sand and clay, drawing, painting, excursions, field trips, experimental work, illustrative and real constructive work, and language, will be considered as means of providing first-hand experience which the child needs in order to understand the subject-matter which is presented in the form of symbols. Mj

DR. DOPP

15. Social Occupations in Elementary Education.—This course is designed to meet the needs of those supervisors, principals, and teachers who are attempting to make room for practical activity as a regular feature of elementary education. It aims (1) to afford an insight into the principles of selection by means of which the educational value of the various occupations may be tested; (2) to present the most fundamental features in the development of social occupations among Aryan peoples; (3) to show the relation of the child's psychical attitudes to the serious activities of the race; (4) to indicate what modifications of the serious occupations of life that are introduced into the school are demanded by a recognition of differences due to (a) natural environment, (b) social needs, and (c) psychical attitudes; (5) to make a practical application of the results of this course to the work in primary, intermediate, and grammar-school grades; (6) to help the teacher gain information regarding the literature of the subject and the nature of the materials and apparatus required. Mj

DR. DOPP

16. General Course in Child-Study.—The object of this course is to acquaint students with the main typical problems of child-life attacked by investigators; with the methods of collecting, standardizing, and presenting data; and to

furnish a review of the most important contributions in the light of recent ethnic, social, and psychological disciplines. Mj

DR. MACMILLAN

SCHOOL OF EDUCATION

17. Froebel's Educational Ideals.—This course aims to trace the evolution of educational ideas that were organized into a working system by Froebel, to examine the theoretic side of that system through a study of the "Education of Man," the "Pedagogics of the Kindergarten," and "Mother Play Book," and to study the relation of these theories to present educational thought. Mj

MISS PAYNE

18. The Training of Children (for Mothers).—The special aim of the course will be to bring to the mother or teacher such practical knowledge of the fundamental laws of the growth and development of children as will be applicable in the home, beginning in the nursery and following through the periods of childhood and adolescence. It will treat of the problems of habit, interest, play, etc., and will aim to show how Froebel, the originator of the kindergarten, would make the child the chief agent in his own development, and at the same time offer a basis for an intelligent and willing obedience to law. The standards of, and reasons for, present educational methods will be discussed; that parents may judge discriminatingly of the school work which is being done by and for their children, and to determine whether it is really making for the best all-sided growth of the child. Mj

MRS. PUTNAM

II. POLITICAL ECONOMY

1. Principles of Political Economy.—This course is the full equivalent of Course 1 and the first half of Course 2 in residence, which are required of all candidates for a degree in the College of Commerce and Administration as well as for admission to advanced work in political economy. (The second half of Course 2 is supplied by "Banking.—A." see below.) It is intended to give students a thorough acquaintance with the principles governing industrial organization and the conduct of modern business, and with the general economic laws which govern the production, distribution, and exchange of wealth. Incidental to the treatment of general principles and economic theory such topics as the following are taken up: (a) the development of domestic and foreign trade and industry; (b) international trade and commercial policies, including some discussion of the policies of free trade and protection; (c) trusts and monopolies; (d) the labor movement; (e) the rise of machine industries; (f) capitalization of industries; (g) the determination of profits; (h) wages; (i) rents; (j) the function of money and credit; etc. Standard textbooks are used as a basis of study. The course is planned with special reference to the requirements of the American Institute of Bank Clerks for its certificate in political economy. It may be taken as three consecutive Minors, but no one of these may be elected unless the preceding Minor or its equivalent has been passed. 3 M

ASSISTANT PROFESSOR CUMMINGS

2. Banking.

A. THEORY AND HISTORY OF BANKING.—After an introductory survey of the principles of banking, a study will be made of the banking systems of England, France, Germany, Scotland, Canada, and the United States. Among the points to be considered will be the following: note issue, deposits, loans and discounts, investments, relation of banks to one another, relation of the banks to the government, branch banking. A critical examination will be made of the national banking system of the United States. The banking

systems of foreign countries will be studied with special reference to the suggestions that they may offer as to improvements in the banking system of the United States.

M

B. PRACTICAL BANKING.—The first part of the course will be devoted to a study of the methods and mechanism of modern banking. The following topics will be considered: the manner of organizing a bank; relation of the bank to its stockholders; rights and liabilities of stockholders; duties of the directors, officers, and employees; relation of the bank to its customers; valuation of an account; principles upon which loans and discounts are made; the credit department of a bank; the character and use of different kinds of security; re-discounts; the note broker; relation of the banks to the stock market and to speculation; relation of banks to each other; the clearing-house; collection of out-of-town checks; other collections; the transmission of money; drafts; letters of credit; examinations and reports. The bookkeeping of a bank will receive attention in proportion to its importance to the banker. In the latter part the Law of Negotiable Instruments will be considered. A study will be made of the difference between negotiability and assignability; the essentials of a negotiable contract; the forms of negotiable instruments, bills, notes, and checks; acceptance of bills; transfer of negotiable paper; indorsements; accommodation paper; fraud and forgery; rights of a *BONA FIDE* holder; protest; the law of checks; overdrafts; certification; rights of the holder of a check. "PRINCIPLES OF COMMERCIAL LAW" may be taken as a Minor by students who have taken this course as a Major.

Mj

MR. MORRIS

3. Principles of Commercial Law.—The purpose of the course is to give the student a knowledge of the fundamentals of commercial law. Among the subjects considered are the following: contracts, sales, negotiable instruments, agency, partnership, corporations. To illustrate the scope of the course, the following topics will receive attention in the study of corporations: formation of a corporation; capitalization; common and preferred stock; bonds; ownership and transfer of shares; liability of shareholders; management of corporations; corporate meetings; the powers and duties of officers; the legal powers of a corporation; dividends; dissolution and liquidation of corporations. "PRACTICAL BANKING" may be taken as a Minor by students who have taken this course as a Major.

Mj

MR. MORRIS

***4. Outlines of Public Finance.**—In this course the principles of public finance will be developed with especial reference to the financial history of the United States, which is followed in detail from the organization of our national system in 1789 to the close of the Spanish War. The following topics may be mentioned as indicating the scope of the course: the establishment of the Treasury Department; the funding and management of the debt; the first and second United States Banks; the Independent Treasury and the present system of national banks; the collection of revenue and disbursement of public money; Civil War financing; the issue of treasury notes; legal tenders and silver certificates; the demonetization of silver; inflation of the currency and the gold reserve; the Currency Act of 1900. These special studies will be supplemented by a discussion of the general principles underlying our financial policy as regards revenue, taxation and expenditure, currency debts, and banking.

Mj

ASSISTANT PROFESSOR CUMMINGS

5. Tariffs, Reciprocity, and Shipping.—The course of legislation and the development of our tariff policy is here followed, and an effort made to indicate the influence of

federal legislation upon our industrial development, upon the growth and character of our international trade, and incidentally upon the occurrence of industrial crises and the continuance of industrial prosperity. Especial attention will be given to the negotiations of reciprocity treaties, and to the recent attempts which have been made to build up American Shipping. (Informal.)

Mj

ASSISTANT PROFESSOR CUMMINGS

***6. The Labor Movement.**—An historical and comparative study of the labor movement in the United States and in foreign countries, and of the concrete issues involved in the organization of labor into trades unions, the precipitation and conduct of strikes, the negotiation of wage compacts, labor legislation, workingmen's insurance and provision for the unemployed, co-operation and profit-sharing. These studies will be supplemented by statistical data upon the movement of wages during the nineteenth century, the condition of labor in the "sweated" and in other industries and upon the social condition of wage-earners in different countries. The rise of the factory system and the social consequences of the Industrial Revolution will be considered in detail, and the student will be expected to apply economic principles in such concrete cases as the last coal strike. (Informal.)

Mj

ASSISTANT PROFESSOR CUMMINGS

7. Socialism.—A study of the history and theory of socialism and its bearing upon present social conditions. The course is informal, and may be pursued with profit by anyone who is interested in modern social questions. (Informal.)

Mj

ASSISTANT PROFESSOR HOWERTH

NOTE.—Related courses will be found under Departmental Nos. III, IV, VI A.

III. POLITICAL SCIENCE

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj

ASSISTANT PROFESSOR MERRIAM

2. Political Parties.—In this course the organization and methods of action of political parties in the United States are considered. The various types of primaries, the legal regulation of primaries, the organization and procedure of conventions, the conduct of the campaign, the organization of party machinery, the workings of the organization, the function of parties, are the principal topics discussed.

Mj

ASSISTANT PROFESSOR MERRIAM

3. Comparative Politics.

A. COMPARATIVE NATIONAL GOVERNMENT.—This course is a comparative study of the systems of government in the leading nations of the world. Particular attention will be given to Germany, France, Great Britain, and the United States, with incidental reference to other countries presenting features of especial importance. The structure of the governments, the constitutional functions of the various departments, and the actual workings of the systems will be examined.

Mj

***B. STATE GOVERNMENTS IN THE UNITED STATES.**—This course presents a comparative study of the structure and functions of the governments in the various states of the Union. Qualifications for suffrage, the organization and powers of the legislative, executive, and judicial departments, the amendment of constitutions, and the leading tendencies in state administration are discussed. Attention is also given to the historical development of these features of state government.

Mj

C. MUNICIPAL GOVERNMENT.—This course is a comparative study of the modern municipality, American and European, in its legal, constitutional, and administrative aspects. Special consideration will be given to the questions of municipal home rule, municipal ownership, and municipal politics in leading cities of Germany, France, England, and the United States. Mj

Prerequisite: Course 1 or its equivalent.

ASSISTANT PROFESSOR MERRIAM

4. Elements of International Law.—A study of the rules observed by civilized nations in their relations with each other. The course includes a general consideration of the history and development of international law and a more detailed study of the subject in its three fundamental divisions of peace, war, and neutrality. Some of the topics treated are the nature, sources, and divisions of international law; the intervention of one nation in the affairs of another; the rights and duties of nations in connection with property; the extent and nature of a nation's jurisdiction over its territory, subjects, and public and private vessels; the rights and duties of diplomacy; modes of warfare; recognition of belligerency; affect of war on treaties; rules of war on land and sea; rights and duties of neutral states; blockade; contraband of war; etc. The course is not strictly technical in character, and should prove of value to those desiring a better understanding of current international affairs, as well as to lawyers and teachers of history and political science. The work will be based on a standard text, supplemented by a book of cases on international law. Mj

MR. HATTON

NOTE.—Related courses will be found under Departmental Nos. II, IV, and VI A.

IV. HISTORY

ACADEMY

1. History of Antiquity to the Death of Constantine (337 A. D.).

A. ORIENTAL AND GREEK HISTORY TO 146 B. C.—This includes a general narrative and descriptive history of Greece to the Roman conquest, with a brief introductory sketch of the oriental nations that especially influenced Greek civilization. Mj

B. ROMAN HISTORY TO 337 A. D.—This course aims to give the student a general view of Roman history from the early republic to the establishment of the later empire in the fourth century, and pays special attention to the government and institutions of the latter as a basis for an intelligent study of the mediæval period. Mj

A and B together satisfy the entrance requirement in history.

MISS KNOX

COLLEGE

2. History of Antiquity to the Fall of the Persian Empire.—In this course the history of the nations of the ancient East—Babylonia, Egypt, Assyria, Syria, Israel, etc.—is studied in its development from the beginnings of organized political life to the fall of the world-empire of Persia. A large amount of reading is expected of students. Mj

MISS KNOX

3. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1A), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it. Mj

MISS KNOX

4. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England, will be studied. Mj

MISS KNOX

5. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation, the struggle between king and parliament, English society and civilization, colonial expansion and the growth of democracy in the nineteenth century. Mj

MISS KNOX

6. Outline History of Mediæval Europe (350-1500).—The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between these two, Mohammed and his religion, the Crusades, the rise of nationalities, mediæval institutions, and the Renaissance, will be studied. Mj

MISS KNOX

7. Outline History of Modern Europe (1517-1825).—The principal topics treated are: the Reformation, the religious wars; the struggle for constitutional liberty in England; the ascendancy of France under Louis XIII and Louis XIV; the rise of Prussia, England's colonial supremacy; and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles, and upon causes and effects. Mj

MISS KNOX

8. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period. Mj

MISS KNOX

9. The French Revolution and the Era of Napoleon.—The ground will be cleared for the history of the period by a careful study of the institutions of the Old Régime, in which the remoter causes of the Revolution will be discovered. A consideration of the more immediate causes and the attempts at reform will introduce the Estates General. The Revolution ran through three periods, which answer to the National Assembly, the Legislative Assembly, and the Convention, to the extreme of a Red Democracy. Three more periods, corresponding to the Directory, the Consulate, and the Empire, see France return to a military absolutism under Napoleon. The greatest emphasis will be laid upon the institutional changes induced by the French Revolution, and attempt will be made to show the constructive work of the Revolution and of Napoleon. Its importance as one of the greatest generic events of the world's history will give the course a significance wider than France alone. It is desirable that the student be familiar with the outlines of modern European History. Mj

ASSISTANT PROFESSOR THOMPSON

10. Europe in the Nineteenth Century (1815-1900).—The following topics indicate the scope of the course: the attempt to govern Europe according to the reconstruction of 1815; the agitation for popular government in France, Italy, and Germany; the revolutions of 1830 and 1848; France under Napoleon III; the growth of German and Italian unity; the establishment of the German Empire, of the dual system in Austria-Hungary, and of the Third French Republic; national development and international relations since 1870. The course presupposes an outline knowledge

of the French Revolution and the Napoleonic epoch. Students who have not recently studied this period will be expected to prepare themselves by a careful reading of some manual, such as J. H. Rose's "The Revolutionary and Napoleonic Era," or H. Morse Stephens' "Revolutionary Europe."

Mj DR. WARREN

11. Outline History of Civilization.—This course consists of two majors, each containing twenty lessons. The first Major begins with the History of Greece and follows the various phases of development through Roman history to the rise of the German Empire in the early part of the mediæval period. The second Major treats of the later Middle Ages, of the Renaissance, and of modern times till close upon the French Revolution. In each division the study will proceed mainly on the four lines: (1) government in its connection with political and constitutional history; (2) social life as it is shown in the family relations and the attitude of the classes toward each other; (3) economic progress, particularly with regard to cultivation, commerce, and communication; (4) higher culture and art. The course is planned with the purpose of developing the taste of the student for careful comprehensive reading, cultivating his reasoning, and broadening his view of both history and life. Acquaintance with the facts of history is presupposed. The student will be expected to do a great deal of reading, and should have access to a rather well-equipped library.

DMj DR. WERGELAND.

12. Chief features of the Progress of Civilization in the Nineteenth Century.—This course affords a rapid survey of the causes which have led to the vast enlargement of ideas and scope of life witnessed during the century just closed. The causes are many and varied, but, for the sake of comprehensiveness, may be grouped under three headings: (1) POLITICAL changes during and after the French Revolution, such as the growth of public liberty, the recognition of the rights of the individual, the prevalence of popular representation, the struggle against disqualification, whether social, economic, or religious; (2) SOCIAL changes, manifested in the leveling of class-distinction, the rise to prominence of a rich middle class, the popularizing of the church, the growth of brotherhood, the prominence of public opinion, the enlightenment of the masses; (3) ECONOMIC changes, such as the development of material resources, the growth of capitalistic enterprise, the claims of labor, increase of transportation, the development of a world-market, investigation into the cause and effect of commercial disturbances, and many others; all in connection with, or parallel to, the growth of science, the spread of education and freedom of thought, and the development of methodical inquiry. The course will be better appreciated by those who have taken Course 11, "Outline History of Civilization," to which reference will be made in these lessons, though it can be satisfactorily pursued by those who have not had that course. Access to a well-equipped library is important, although not imperative to the success of the work.

Mj DR. WERGELAND

AMERICAN HISTORY

The courses in American History fall into three groups: first, an outline course (13); second, a series of four courses (14-17) covering, in a more thorough manner, the entire field; third, several specialized courses on selected topics or periods (18-20). In the second group (Courses 14, 15, 16, and 17) each course is divided into two Minors which may be taken separately. Students are advised, however, to take the courses as Majors. The best way is to take the course in sequence. This method will greatly economize the expenditure for books, since successive courses require the same textbooks to some extent. Graduate credit may be

obtained in Courses 14, 15, 16, and 17, by doing additional advanced work under the direction of the instructor.

GROUP I

13. Outline History of the United States from Colonization to the Present Time.—This course corresponds to Course 3 in residence. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American History.

Mj

MISS KNOX

GROUP II

14. Colonial Period (1492-1763).

A. DISCOVERY AND COLONIZATION.—The course deals with the American aborigines, the causes and motives leading to the discovery of America, the voyages and journeys of the discoverers, the claims arising from these explorations, the growth of geographic knowledge, and the founding of the English, French, Spanish, Dutch, and Swedish Colonies.

M

B. COLONIAL INSTITUTIONS AND HISTORY.—This course begins with a study of the political institutions of the American colonies. English colonies receive most attention, but those of other nations are also considered. The chief events of colonial history are then considered, with especial reference to the relations between the English colonies and the mother country. The course concludes with a survey of the struggle for supremacy in North America ending with the final triumph of the English in the Seven Years' War.

M

DR. WARREN

15. The Formation of the Nation (1763-1789).

A. THE AMERICAN REVOLUTION (1763-1783).—The following topics show, substantially, the content of the course: the territorial, political, and economic condition of the English colonies in 1763; the new policy of the English government; the development of colonial opposition; the constitutional and philosophical arguments on both sides; the beginning of hostilities; the Declaration of Independence; the progress of the war; Congress as a governing body; the Loyalists; French and Spanish intervention; Washington's triumph; the preliminaries and terms of peace of 1783.

M

B. CONFEDERATION AND THE CONSTITUTION (1783-1789).—The following topics are treated: the results of the Revolutionary War; the government under the Articles of Confederation; the organization of the Western territory; inter-state controversies; problems of diplomacy and foreign trade; violations of the treaty of peace; paper money; the Shays Rebellion; the Constitutional Convention; analysis of the Constitution; the process of ratification.

M

DR. WARREN

16. The Growth of the Nation (1789-1861).

A. FOREIGN POLITICS AND NATIONAL EXPANSION (1789-1829).—Beginning with the organization of the national government, the course deals with the policy of the Federalist party in foreign and domestic politics and the rise of the Democratic opposition. The broad and strict constructions of the Constitution are carefully studied. Further topics are the fall of the Federalists; Jefferson's policy; annexation of Louisiana; experiments in neutrality; and the causes, progress, and results of the War of 1812. The course concludes with a survey of the political and economic

reorganization after the war, including western expansion, the Missouri Compromise, the Monroe Doctrine, and the triumph of the Jacksonian democracy. M

B. THE STRIFE OF SECTIONS (1820-1861)—This course opens with a study of Jackson's administration—the civil service, tariff, nullification, bank, etc. Slavery then becomes the dominant issue. The chief topics are slavery as a system; the anti-slavery movement; Texas and the Mexican War; the Compromise of 1850; the Kansas-Nebraska question; the Dred Scott case; the rise and final triumph of the Republican Party; and the consequent secession of the southern states. M

DR. WARREN

*17. **Consolidation and Expansion (1861-1904).**

A. CIVIL WAR AND RECONSTRUCTION. M

B. POLITICAL AND ECONOMIC CENTRALIZATION—THE NATION AS A WORLD POWER. M

DR. WARREN

GROUP III

18. **Social Life in American Colonies.**—A Study of the life and institutions of ante-revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's "A Short History of the English Colonies in America," with collateral reading. M

ASSOCIATE PROFESSOR SHEPARDSON

19. **Problems of the Civil War and the Reconstruction Period (1861-1881).**—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed. Mj

ASSOCIATE PROFESSOR SHEPARDSON

20. **The Reconstruction of the Federal Union (1863-1875).**—Including the various theories held concerning the political condition of the states attempting to secede, the resumption actually accomplished under Lincoln, the policy pursued by Johnson, the intervention of Congress, and the resulting contest between the executive and legislative branches of the national government. The study closes with the final adjustment of the Union through the Federal Judiciary. This course is open to graduate students only and under exceptional conditions—two of which are familiarity with the sources and access to a well-equipped library. Mj

PROFESSOR SPARKS

SCHOOL OF EDUCATION

21. **History for Primary Grades.**—A study of primitive peoples and of the development of primitive industrial arts. Mj

ASSOCIATE PROFESSOR RICE

22. **Teachers' Course in American History.**—This course will emphasize the relation of the geography of the United States to its history. Mj

ASSOCIATE PROFESSOR RICE

VI. SOCIOLOGY AND ANTHROPOLOGY

SOCIOLOGY

1. **Introduction to Sociology.**—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; and social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's "Social

Elements," and bibliography will be added according to the need of each student. Mj

DR. MACLEAN

2. **Introduction to the Study of Society.**—This course is designed to afford a synthetic view of social phenomena, and to furnish the student with a scientific method for the study and correct understanding of ordinary human association. Considerable attention will be paid to local studies as a means of amplifying the text. The aim is to have the course serve as an introduction to the special social sciences. Mj

DR. MACLEAN

3. **Elements of Industrial History.**—The aim of this course is to acquaint the student with the salient facts of American industrial history and to furnish a foundation for those who wish to do further work in economics or sociology. Selected industries will be studied in detail and their evolution discussed. A course for practical people as well as for students. Mj

DR. MACLEAN

4. **Social Debtor Classes.**—A course for practical social workers and supporters of social amelioration. As the starting-point is taken the particular work in which the student is engaged, and an attempt is made to discuss various forms of preventive and constructive social work from the standpoint of the relief visitor, city missionary, alienist, contributor, or lay student, as the case may be. Texts are chosen with a view to the reader's special needs, and illustrations are based upon his local, county, and state institutions. At least one text on theoretical sociology is read. The chief aim of the course is to give occasion for the reader to analyze, classify, and describe his own environment and his own experience and observation. Mj

DR. MACLEAN

5. **A Study of Charities and Corrections.**—This course is arranged to cover a study of the causes of defect, dependence, and crime; to secure a study of institutional treatment of the dependents and criminals; to give training to local observation and the use of the best available literature; to secure a clear conception of the problems of relief and correction, and the best methods of investigation and of forming a judgment on the problems. Mj

PROFESSOR HENDERSON

6. **The Family.**—A study of the historical forms and contemporary social problems of the domestic institution; the forms of the family among the lower races; the experiments of mankind with abnormal forms; the constitutions of Greek, Roman, and Hebrew peoples; the family in the New Testament and in Christian history; the economic, legal, educational, and religious questions of our age relating to the home. Mj

PROFESSOR HENDERSON

7. **The Structure of Society.**—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj

PROFESSOR ZUEBLIN

8. **Contemporary American Society.**—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal.) Mj

PROFESSOR VINCENT

9. **Urban Life in the United States.**—A study of the loca-

tion, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered, and the function of cities in national life is analyzed. (Informal.) Mj

PROFESSOR VINCENT

ANTHROPOLOGY

10. **General Anthropology.**—An introductory course treating of the origin, antiquity, distribution, and early occupations of man and of the sources of language, religion, the arts, and social relations. Mj

ASSOCIATE PROFESSOR STARR

11. **Origin of Social Institutions.**—Treats of association in the tribal stage of society; the origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions; and the ethnological and anthropological basis of sociology. (Informal.) Mj

ASSOCIATE PROFESSOR THOMAS

12. **Primitive Social Control.**—A study of primitive juridical and political systems, and of social conventions; e. g., the family; clan; tribal and military organizations; totemism; tribal and property marks; tapu; personal property and property in land; periodical tribal assemblies and ceremonies; secret societies; medicine men and priests; caste; blood-vengeance; salutations; gifts; tribute; oaths; and forms of offense and punishment among typical tribes of Australia and Oceania, Africa, Asia, and America. (Informal.) Mj

Prerequisite: Course 11.

ASSOCIATE PROFESSOR THOMAS

VI A HOUSEHOLD ADMINISTRATION

1. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj

PROFESSOR TALBOT

2. **Foods and Dietaries.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in dietaries from an economic and physiological standpoint. Mj

PROFESSOR TALBOT

3. **Administration of the House.**—This course will consider the order and administration of the house with a view to the proper appointment of the income and the maintenance of suitable standards. Changes in household industries in the light of modern economic and social conditions, and sanitation, will be studied. The domestic service problem will be investigated. Mj

PROFESSOR TALBOT

4. **The Organization of the Retail Market.**—An elementary course intended to familiarize the student with the machinery of trade with which the householder comes into direct contact. The following topics will be considered: the development of present methods of distribution from mediaeval forms; the present specialized system, as illustrated by selected industries, which deal with food, clothing, and household equipment; the departmental and catalogue store; and the employment agency as the means by which a distribution of domestic labor is effected. Mj

Prerequisite: Nine Majors (1 year) of college work.

MISS BRECKINRIDGE

*5. **The Consumption of Wealth.**—Standards of living; necessities for life and for efficiency; comforts; luxury and extravagance; saving and spending. Organized efforts among consumers to control production; co-operation; the Consumers League; trade unions; legislation; municipalization. Mj

Prerequisite: Nine Majors (1 year) of college work.

MISS BRECKINRIDGE

†6. **The State in Relation to the Household.**—A course intended to review relations between the householder and the public, as represented by federal, state, or municipal authority. The law requiring the head of a family to furnish support, and legislation tending to maintain the unity of the family will be considered. Regulations concerning the food supply, the materials used in clothing and furnishings, and the structure and care of the building will be studied in order to formulate the principles upon which a proper degree of individual freedom may be adjusted to the necessary amount of public control. Mj

MISS BRECKINRIDGE

Students should consult instructor before registering for Courses 4, 5 and 6.

SCHOOL OF EDUCATION

7. **The Teaching of Home Economics.**—A study of the purpose of this work in the schools; its value as training; its relation to the social life of the school and of the home; the correlation with other studies in the curriculum; the relation of the handwork involved, to the science that underlies it and that grows out of it; the selection of subject-matter and the planning of courses, and their adaptation to different conditions; the planning of school laboratories, and the choosing of equipment. Mj

Prerequisite: One year of technical training in the subject.

ASSISTANT PROFESSOR NORTON

NOTE.—Related courses will be found under Departmental Nos. II, III, VI, XX, XXII, XXIV, and XXVIII.

VII. COMPARATIVE RELIGION

1. **Introduction to the History of Religion.**—This course aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is elementary in character and is intended for all who wish to begin the subject of this subject. Mj

DR. CONARD

2. **The Religion of Uncivilized Peoples.**—This course surveys primitive religious customs and beliefs, noting their survivals in higher religions. In connection with the textbook, which will serve as a guide, works on North American Indians will furnish the principal material for the study. The student will review such material on other uncivilized peoples as may be available to him. For beginners. Mj

DR. CONARD

3. **Comparative Theology: The Idea of God.**—This is a cursory study of the idea of God as seen in primitive myth and cult, and in the religious rites and literature of the chief historic religions. Mj

Prerequisite: Course 1 or 2 or an equivalent.

DR. CONARD

VIII. THE SEMITIC LANGUAGES AND LITERATURES
AND

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

1. **Elementary Hebrew.**—Includes the mastery of the

* Registrations accepted after October 1, 1906.

† Registrations accepted after April 1, 1907.

Hebrew of Genesis, chaps. 1-3; the study of the most important principles of the language in connection with these chapters; Hebrew grammar, including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. Mj

DR. J. M. P. SMITH

2. **Intermediate Hebrew.**—Includes the critical study of Genesis, chaps. 4-8, with a review of Genesis, chaps. 1-3, the more rapid reading of fourteen chapters in 1 Samuel Ruth, and Jonah, the completion of the outlines of Hebrew grammar, and an increase of vocabulary to eight hundred words. Mj

DR. J. M. P. SMITH

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus, chaps. 1-24, a more detailed study of Hebrew grammar, and inductive study of Hebrew syntax, and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. Mj

DR. J. M. P. SMITH

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books, the lexicographical study of two hundred important words, the principles of Hebrew prophecy, a study of Hebrew syntax, especially the subjects of the tense and sentence, the Hebrew accentuation, and the memorizing of about eight hundred words. M

DR. J. M. P. SMITH

5. **Elementary Arabic.**—An inductive study of the elementary principles of Arabic grammar. The Arabic text of Genesis, chaps. 1 and 2. The Story of Bilgis, and the early Suras of the Qurân furnish the basis of the work. Mj

DR. J. M. P. SMITH

6. **Elementary Assyrian.**—The early recitations are based chiefly on the transliterated text, the others on the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the fundamental principles of the language. A knowledge of Hebrew is prerequisite. M

PROFESSOR BERRY

7. **Intermediate Assyrian.**—This includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the remaining cuneiform signs that are in frequent use. M

PROFESSOR BERRY

8. **Elementary Egyptian.**—Study of (1) the speech of Thutmosis I to the priests of Abydos; (2) the romance of Sinuhe (transliterated from the Hieratic) in Erman's "Chrestomathy." It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. Mj

PROFESSOR BREASTED

9. **Outline of Hebrew History.**—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period, with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah, and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. Mj

DR. J. M. P. SMITH

10. **An Introduction to the Old Testament.**—This study embraces such points as will familiarize one with the outline

features of this portion of the Bible. It will emphasize: (1) The method of preserving ancient records, (2) the method of compiling and editing those documents, (3) the historical background of the Old Testament books, (4) the literary character of each book, (5) its chief doctrinal teachings, (6) its place in the scheme of biblical revelation, and (7) the best literature with which to pursue and solve its problems. The work will be planned on a practical basis, and will aim to give students a reasonably complete idea of the new and real advances that have been made in the last few decades in the understanding of the Old Testament. Mj

PROFESSOR PRICE

11. **Old Testament Prophecy.**—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: (1) the controlling ideas in the teaching of each of the great prophets; (2) the relation of the prophet and his work to the political and social movements of his day; (3) the attitude of the prophet toward the priest and priestly institution; (4) the place of prophecy in the preparation for the work of Christ. A knowledge of Hebrew is not prerequisite. Mj

DR. J. M. P. SMITH

12. **Old Testament Worship.**—A study of the element of worship and the institutions and literature connected with worship in the Old Testament. Special consideration will be given to such topics as: (1) the priest; (2) place of worship; (3) sacrifice; (4) feasts (5) tithes; (6) clean and unclean, etc.; (7) the origin and character of the sabbath; (8) the date and character of Deuteronomy; (9) the origin of the Levitical legislation; (10) the composition of the Hexateuch. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. The work will be based upon W. R. Harper's "Priestly Element in the Old Testament" 3d ed. 1905. Mj

DR. J. M. P. SMITH

*13. **Isaiah and His Times.**—The course will comprise a historical survey of the Isaianic Period; an analysis of the material of the book; the occasion and purpose of its prophecies; its doctrinal teachings; and its chronological arrangement. Special attention will be given to the life of the prophet, his rôle in the development of Hebrew prophecy and the important problems suggested by the book. Opportunity will be afforded for independent, constructive, and original investigation. A knowledge of Hebrew is not required. Mj

MR. MODE

Members of the Semitic Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature, whenever practicable.

IX. BIBLICAL AND PATRISTIC GREEK AND

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

1. **Elementary New Testament Greek.**—This course presupposes no knowledge of Greek, but starts at the foundations and aims at the absolute mastery of chaps. 1-4 of the gospel of John, including the essential facts and principles of the language. Emphasis is placed upon the writing or exercises in Greek. Mj

DR. BAILEY

2. Intermediate New Testament Greek.—This course is designed for those who have completed Course 1, and for those who wish to review their knowledge of Greek in connection with the New Testament. It comprises the thorough study of the entire gospel of John, and the reading at sight of the First Epistle of John; also all of the grammar required for general purposes, and the most common principles of syntax. One who has diligently worked through this course should be able, with the aid of the lexicon, to read with comparative ease most of the New Testament writings. Mj

DR. BAILEY

3. Advanced New Testament Greek.—For those who have a good knowledge of Greek, college graduates, and others who wish to make a study of special New Testament Greek. A thorough study of the syntax of New Testament Greek as regards the verb, and an historical and linguistic study of the entire Book of Acts. This course corresponds to residence Course 1 and is required of candidates for the D.B. degree. Mj

ASSISTANT PROFESSOR VOTAW

4. Introduction to New Testament History.—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the Life of Christ. This course corresponds to residence Course 2, and is required of candidates for the D.B. degree. Mj

PROFESSOR MATHEWS

5. Introduction to the Books of the New Testament.

A. LIFE OF THE APOSTLE PAUL AND INTRODUCTION TO THE PAULINE EPISTLES.—The work in this course is done on the basis of a handbook, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The aim is to prepare the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. Mj

B. INTRODUCTION TO THE GOSPELS, ACTS, AND GENERAL EPISTLES.—Includes the study of the occasion and purpose of each book and its general content and structure. Mj

Either 5 A or 5 B may be substituted for residence Course 3, required of all candidates for the D.B. degree. Elective credit will be given for the other Major.

PROFESSOR BURTON AND DR. BAILEY

6. The Gospel of John.—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the life of Christ herein portrayed; the discourses of Jesus; and application to present life and character. Mj

DR. BAILEY

7. Constructive Studies in the Life of Christ.—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way, especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. Mj

DR. BAILEY

8. The Life of Christ in Connection with the Gospel of Luke.—An inductive study according to a plan which harmonizes with the logical structure of the gospel and leads to the mastery of the plan of the gospel and its development, the critical and other questions that arise, the historical background, and the fundamental teachings. Mj

DR. BAILEY

9. Research Course in the Life of Christ.—A course designed to follow Course 7, or an equivalent study of the

life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the gospel history, such as the origin and characteristics of the gospels, the development of the religious and messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M

ASSISTANT PROFESSOR VOTAW

10. Social Teachings of Jesus.—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. Mj

PROFESSOR MATHEWS

11. The Messianic Hope in the New Testament. Mj

PROFESSOR MATHEWS

12. History of the Apostolic Church Based on Acts.—The chief topics for investigation will be: (1) the ORGANIZATION of the church, its source, development, officers, members, method of government, rites, services, etc.; (2) the ENVIRONMENT of the church, its relation to the ecclesiastical and civil powers, and to the common people; (3) the DEVELOPMENT of the church as it adapted itself to the new conditions of time, locality, and nationality, as well as to the circumstances of its own growth; (4) the BELIEF and TEACHING of the church, concerning the way of salvation, the resurrection, the person of Christ, the relation of Christianity to Judaism, the relation of Christianity to paganism, etc.; (5) the PRACTICE of the church concerning the daily lives of the Christians with reference to their duties toward God, toward the world, toward each other, and of each toward himself; (6) God's PROVIDENCE sustaining and directing the church; (7) the RECORDS which have preserved to us a history of this primitive period of Christian church history. M

DR. BAILEY

13. Quotations from the Old Testament in the Gospels.

The course involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. M

PROFESSOR BURTON AND DR. BAILEY

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

1. Elementary Sanskrit.—Whitney's "Sanskrit Grammar" and Lanman's "Reader" are used. After about five lessons in the grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading in the course covers that portion of the Nala episode which is included in the "Reader" and five selections from the "Hitopadeca." No attempt is made to teach comparative philology in this course, but it may serve as a foundation for such study. Mj

PROFESSOR BUCK AND DR. MEYER

***2. Elementary Russian.**

A. After a general study of the declensions and conjugations, texts supplied with extensive notes will be taken up and mastered. Mj

B. Continues the study of texts with review of inflectional forms. The vocabulary will be enlarged by the study of roots and suffixes; elementary composition; extensive syntax study. Mj

These courses are eminently practical. Provisional credit is given when A is finished. It will be made permanent when B is passed. Mj

MR. HARPER

The instructors will suggest reading for further work in Sanskrit or comparative philology.

*Registrations accepted after October 1, 1906.

XI. THE GREEK LANGUAGE AND LITERATURE

ACADEMY

1. Elementary Greek.

A. White's "First Greek Book," Lessons 1-60. These lessons include the commonest noun and adjective declensions, the Omega system of conjugation, some fundamentals of syntax, connected reading lessons epitomizing the story of the "Anabasis," and a vocabulary of 600 common Greek words. Mj

B. (1) White's "First Greek Book," Lessons 61-80. These lessons include the Mi system of conjugation, reading lessons continuing the "Anabasis" story, and an additional vocabulary of 250 words. (2) The "Anabasis" of Xenophon, Book I, chaps. 1-3. These lessons call for constant review of the material studied in the "First Greek Book." Mj

ASSISTANT PROFESSOR BRONSON

2. Xenophon: "Anabasis."

A. From Book I, chap. 4, through Book II, chap. 4, about fifty pages. Exercises in writing Greek based upon the text. Mj

B. From Book II, chap. 5, through Book IV, about ninety pages. Greek composition including a topical treatment of syntax. Collateral readings in Gulick's "Life of the Ancient Greeks," Grote's "History of Greece," etc. Occasional tests in translation at sight. Mj

ASSISTANT PROFESSOR BRONSON

3. Homer: "Iliad."

A. Books I-III.—An introduction to the study of Homer, with particular attention to prosody and peculiarities of Epic dialect and syntax. Mj

B. Books IV-VI.—In this course the literary features of Homeric study are emphasized. Mj

MR. JOHNSTON

COLLEGE

4. Plato: "Apology" and "Crito."—In connection with these writings Xenophon's *Memorabilia* will be read to furnish a basis for the study of the life and philosophy of Socrates as interpreted by Plato and Xenophon. Brief outline of Plato's life and works. Prose composition based on text accompanied by discussion of syntax and idioms of Plato. Mj

PROFESSOR MISENER

5. Homer: "Odyssey," Books v-xiii—This course aims chiefly at enabling the student to translate Homer fluently and with appreciation. It also includes a review of Epic dialect and syntax, and a study of Homeric life and antiquities. Mj

PROFESSOR MISENER

6. Herodotus: "Historiae," Books vi-vii.—In this course particular attention is paid to the language and style of the author, as well as to the historical importance of the events narrated. The reading covers the Second Persian Expedition against Greece, ending at Marathon, and the Invasion of Xerxes as far as the Battle of Thermopylae. Mj

MR. AND MRS. BEESON

7. Advanced Prose Composition.—This course affords training for those who wish to renew or extend their acquaintance with the principles of the Greek language. The exercises assigned will be adapted to the ability and needs of the individual. Either Spieker's or Murray's textbook is usually employed. Mj

DR. BONNER

8. Demosthenes: "Philippics," and Lysias.—An introduction to the study of the Attic orators. Mj

MR. AND MRS. BEESON

9. Demosthenes: "De Corona."—A study, chiefly literary, of this masterpiece of Attic oratory. Mj

MR. AND MRS. BEESON

10. Introduction to the Greek Drama.—Sophocles' "Antigone" and Aristophanes' "Clouds" are read. Attention is given to the various problems connected with these plays, to the character delineation, and the method of presentation. Collateral reading is assigned on the history of Greek drama and theater. Mj

PROFESSOR MISENER

Members of the Greek department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable. Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE

ACADEMY

1. Elementary Latin.—In these two Majors is offered the full equivalent of the first year's work in Latin. Starting with the rudiments, the aim is to acquaint the student with all the regular forms and common constructions found in Cæsar's "De Bello Gallico," and to give him a large vocabulary. The first part of Book I, the Helvetian war, is read during the latter part of this course. DMj

MISS PELLETT

2. Cæsar: "De Bello Gallico."

A. Book II.—This course is intended for students who have completed Course I, but who have had no other practice in translation. Special attention is given to a review of forms and syntax. Exercises in prose composition based upon the text form a part of each lesson. Mj

B. Books III-IV.—Continues the above. The more difficult Cæsarian constructions are carefully studied, and further practice is given in prose composition. Mj

C. Book I.—The latter part of Book I, the war with Ariovistus, is read. While forms, syntax, and prose composition continue to be studied, indirect discourse receives special attention. Students are required to change all the passages in indirect discourse to the direct discourse. M

MISS PELLETT

3. Viri Romæ.—A series of twenty lessons based upon the interesting stories of early Rome; open to those who have completed Course I or its equivalent, and who desire to increase their vocabulary and acquire facility in reading Latin. M

MISS PELLETT

4. Nopos.—(See Course 3.)

MISS PELLETT

5. Cicero: "Orationes."

A. "IN CATILINAM," I-IV.—This course includes translation, a review of forms and of more difficult constructions, exercises in Latin composition based upon the portion of text assigned to each lesson, and the history of the period. Mj

B. "PRO LEGE MANILIA" AND "PRO ARCHIA."—Continues A, and includes a careful study of the literary style of Cicero, of all historical references, and exercises in prose composition, based upon the portion of text assigned to each lesson. Especial attention is given to translating into good English. Mj

MISS PELLETT

6. Vergil: "Æneid."

A. Books I-II.—The work includes a study of prosody, word-derivation, constructions peculiar to the poets, and the more common rhetorical figures. Mj

B. Books III-VI.—Continues A and lays emphasis upon elegance of translation, the mythology, and the literary style of Vergil. Mj

MISS PELLETT

7. **Selections from Roman Writers.**—This course will be of advantage to those who wish to become acquainted with the style of different Roman writers. Mj

MISS PELLETT

8. **Prose Composition Based on Cæsar.**—This course affords (1) practice in writing in Latin connected passages based on Cæsar's "De Bello Gallico;" (2) a thorough review of grammatical forms and constructions found in the "De Bello Gallico;" (3) a careful study of synonyms. As the course is informal, special attention can be given to any subject in which the student is deficient. Daniell's "New Latin Composition" is used, unless the student prefers some other textbook of like grade. M

MISS PELLETT

9. **Prose Composition based on Cicero.**—(See Course 8.) M

MISS PELLETT

Note.—The courses 1-9 are intended for three classes of students: (1) those who are preparing to enter college; (2) those who wish to study Latin for their own benefit; (3) teachers of Latin who from the topics and questions in each lesson can receive suggestions for their own work, e. g., the points to be emphasized at different stages in Cæsar, Cicero and Vergil.

COLLEGE

10. **Cicero: "De Senectute."**—The entire essay is read, with studies in syntax and exercises in prose composition based upon the text of each lesson. M

MISS PELLETT

11. **Terence: "Phormio."**—This play, as a specimen of the highest development of Roman comedy, is carefully studied with regard to morals, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions. M

MR. AND MRS. BEESON

12. **Livy.**—The twenty-first book and a large part of the twenty-second, describing Hannibal's expedition against Rome up to Cannæ, are read, with accompanying studies in literary style and syntax and exercises in prose composition, based in each case upon the portion of text assigned in each lesson. Mj

MR. AND MRS. BEESON

13. **Horace: "Odes," Books I-III.**—This course includes: commentary upon the details of each ode, syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, and the student is expected to select one of these for his especial study. Mj

ASSOCIATE PROFESSOR MILLER

14. **Advanced Prose Composition.**—The exercises are usually assigned from the textbook by Gildersleeve and Lodge, or from that by Walter Miller, but may be chosen from other sources of equal or higher grade to suit the ability and requirements of the student. The course offers to teachers and others an opportunity to perfect themselves in those elements of the structure of the language in which they feel weak. (Informal.) Mj

DR. BONNER

15. **Tacitus: "Agricola" and "Germania."**—In the reading of these works both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus. Mj

PROFESSOR CHANDLER

16. **Ovid.**—Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia." The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj

ASSOCIATE PROFESSOR MILLER

17. **Cicero: "Epistulae."**—A study of the character and career of Cicero from the evidence afforded by the material contained in one hundred selected letters and from supplementary historical and biographical sources. The course also deals with the peculiarities of epistolary Latin and with the general subject of letter-writing in ancient Rome. Mj

PROFESSOR CHANDLER

18. **Horace: "Satires and Epistles."**—Selected satires and epistles are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature. Mj

ASSOCIATE PROFESSOR MILLER

19. **Horace and Persius: "Satires."**—A brief review of the predecessors of Horace in the field of satire, a reading of selected satires of Horace and Persius, with a study of the characteristic features of each. Mj

ASSOCIATE PROFESSOR MILLER

20. **Topical Studies in the Works of Vergil.**—This course presupposes a considerable familiarity with Vergil on the part of the student. It is not a reading course, but the "Eclogues," "Georgics," and particularly the "Æneid" will be the field of investigation under various topics relating to different objects of study in the works of this author. A list of topics will be presented to the student, of which the following are typical: "Vergil's Verse and its Metrical Peculiarities;" "The Poetic Constructions in Vergil;" "Vergil's Art in the Selection and Handling of His Material;" "The Æneas Legends and Vergil's Use of Them;" "The 'Æneid' in its relation to Augustus and the Establishment of his Empire;" "The 'Æneid' as a National Epic." The student will be expected to select a certain number of these topics and, with them in mind, to go through the works of Vergil under direction of the instructor, collect all material bearing upon them, and present his results in finished form. The instructor will at all times furnish such aid as may be necessary and will criticise the results. Mj

ASSOCIATE PROFESSOR MILLER

21. **Roman Belief with Reference to the Soul and the Life after Death.**—This course is the study of a topic, and is based for material upon a variety of authors: Cicero's "Tuscan Disputations," I, "De Senectute," "De Amicitia," "Epistulae;" Vergil's "Æneid," Book VI; Horace's selected odes; Ovid, Seneca, Persius, etc. (Informal.) Mj

ASSOCIATE PROFESSOR MILLER

22. **The Latin Subjunctive.**—The course presents a systematic treatment of the subjunctive, according to the latest scientific theories. The development of the various uses is discussed, and all the forms found in preparatory Caesar or Cicero are classified. The student may choose to classify the forms either in Cæsar or in Cicero, or in such a combination of the two as shall be equivalent in amount to either. The course is intended primarily for teachers. Mj

MISS PELLETT

23. **Training Course for Teachers.**—The object of the course is to give the teacher working alone and often at a distance from authorities, an opportunity to appeal for assistance and advice along any lines connected with his teaching of Latin. Naturally there are some subjects which nearly all teachers find it profitable to take up in a somewhat formal way, e. g., pronunciation, translation, metrical reading, composition, etc. In addition to these, each

teacher will have his own problems to discuss. The course is designed to meet these general and individual needs. Mj

ASSOCIATE PROFESSOR MILLER

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES

1. Elementary French.

A. This course is designed to acquaint the student with the essentials of French grammar, to enable him to turn short English sentences into idiomatic French, and to translate easy French at sight. It will consist of progressive exercises on the elements of grammar, drill on verbs, the writing of French sentences, translation of easy French into English, and the free reproduction of the French stories read. Mj

B. Continues, reviews, and extends the work on French verbs, studies inductively the French grammar, and affords practice in French composition. Several short stories, a modern novel, and a text of modern history will be read in A and B together, and will form the basis of the grammatical work. Mj

A and B constitute a double Major. Provisional credit will be given when A is finished. It will be made permanent when B is passed. DR. NEFF

2. Intermediate French.—This is largely a language and drill course, and is intended to extend and complete the preceding course. It includes the reading of modern short stories and comedies, practice in composition, and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Mj

DR. NEFF

3. Advanced French.—Idioms, synonyms, diction; a) systematic review of elementary French grammar; b) syntax; c) reading: Mérimeé's *La chronique de Charles IX*; d) composition based on the reading. Mj

Prerequisite: Course 2.

MR. DAVID AND MR. BABCOCK

4. French Reading.—(A. Modern Novels or B. Modern Dramas.)

A. Modern Novels.—Anatole France, "Le crime de Sylvestre Bonnard;" Honoré de Balzac, "Eugénie Grandet;" George Sand, "La Mare au Diable." Criticism of the novel. Mj

B. Modern Dramas.—V. Hugo, "Hernani;" E. Augier, "Le gendre de M. Poirier;" A. Dumas fils, "La question d'argent;" E. Rostand, "Cyrano de Bergerac." Criticism of the drama. Mj

Prerequisite: Course 3.

MR. DAVID AND MR. BABCOCK

5. Advanced French Reading.—(A. Modern Dramas and Lyrics or B. Modern Novels and Lyrics.)

A. Modern Dramas and Lyrics.—The work will be based on the Dramas of 4 B and selections from the lyric poets, especially Chénier, Lamartine, Musset, Victor Hugo; versification; criticism of lyric poetry. Mj

B. Modern Novels and Lyrics.—The work will be based on the Novels of 4 A and selections from the lyric poets, especially Chénier, Lamartine, Musset, Victor Hugo; versification; criticism of lyric poetry. Mj

If A has been chosen in Course 4, A of Course 5 must be chosen; if B of Course 4, B of Course 5 must be chosen,

Prerequisite: Course 4.

MR. DAVID AND MR. BABCOCK

6. Molière and the French Comedy in the Seventeenth and Eighteenth Centuries.—Corneille, "Le menteur;"

Molière, "Le misanthrope," "Les femmes savantes," "Les fourberies de Scapin," and "L'avare;" Régnard, "Le joueur;" Marivaux, "Le jeu de l'amour et du hasard;" Piron, "La métromanie;" Beaumarchais, "Le barbier de Séville." The course will include a study of the lives of the principal authors, their influence on the theater, with intensive study of the plays mentioned above and rapid reading of a few other of their prominent works. Although this is primarily a literary course, comparison will be made between the language of these writers and that of today, and the more unusual constructions will receive consideration. The work will be conducted wholly in French. Mj

Prerequisites: The preceding 6 Majors of the Junior College or their equivalent.

MR. DAVID AND MR. BABCOCK

7. Readings in Old French Literature.—Recognizing the growing importance of some historical knowledge of French as a part of the teacher's equipment, and of old French as an indispensable language in research work in modern literatures, this course aims to provide a reading knowledge of the language. It may be taken to advantage by students looking forward to advanced studies in residence. A good knowledge of modern French is presupposed, and some knowledge of Latin and German. Texts: "La Chanson de Roland;" "Aucassin et Nicolette;" "Erec et Enide;" "La représentation d'Adam." For reference: Nyrop, "Grammaire historique de la langue française," Vols. I and II. Mj

ASSOCIATE PROFESSOR JENKINS

8. Elementary Spanish.—The object of this course is to give the student a mastery of the essential principles of Spanish grammar. A textbook containing numerous practical exercises is used, and about a hundred pages of easy prose is carefully studied, with constant references to the grammar, and exercises in composition based upon the reading. Mj

MISS ENKE

9. Modern Spanish Novels and Dramas.—This is a course in the careful reading of several modern works, including "La Familia de Alvareda" by Fernán Caballero, "José" by Palacio Valdés, and "Guzmán el Bueno" by Gil y Zárate. The course is intended to fit students for the appreciative reading of the best modern Spanish literature. Attention is constantly directed to points of syntax, idiomatic constructions, and synonyms, and each lesson contains a paragraph in English, based upon the reading, for translation into Spanish. Mj

Prerequisite: Course 8 or its equivalent.

MISS ENKE

10. Spanish Prose Composition.—This is an informal course designed to give the student a practical command of Spanish as a medium of expression. It may be varied to adapt it to the needs of the student, now tending more to commercial forms of composition, now to those forms used in literature or by the traveler. Mj

Prerequisite: Course 8 or its equivalent.

MISS ENKE

11. "Don Quixote."—This is mainly an interpretative and critical reading course, embracing the first fourteen chapters of the first part and the first ten chapters of the second part of "Don Quixote." The life of Cervantes and the literary movement of his time will be noticed. In the reading, the peculiarities of syntax, style, and diction, as compared with later Spanish, will be studied. A bibliography of the more important works will be given, enabling

the student who may wish to make a more extensive study of the author to do so. Mj

Prerequisite: Course 9 or its equivalent.

MISS ENKE

12. **Old Spanish Readings.**—Interpretation of selections from Kellar, "Altspanisches Lesebuch." Mj

ASSOCIATE PROFESSOR PIETSCH

13. **Elementary Italian.**—The aim of this course is to ground the student in the essential grammar of the language, and to equip him with a vocabulary which will enable him to read simple Italian prose. Opportunity will be given for phonographic practice at small additional expense. Mj

DR. CIPRIANI

14. **Advanced Italian.**—Advanced courses in Italian will be arranged suited to the student's purposes and proficiency. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.) Mj

DR. CIPRIANI

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in Old French Philology and Literature, Victor Hugo, French Literature of the Nineteenth Century, Contemporaneous French Literature, etc.

XIV. GERMANIC LANGUAGES AND LITERATURES

1. Elementary German.

A. This course aims to ground the student in the essentials of German grammar through the reading of easy idiomatic German and exercises in which special attention is given to the construction of the verb, noun, and adjective. Mj

B. Continues and extends A to include the passive voice and the subjunctive. The reading will serve as the basis of a review of the entire grammar. Mj

DR. VON NOÉ

2. **Intermediate German.**—Devoted primarily to the reading of easy modern prose, and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to reproduce in German what he has read. In the composition work emphasis will be laid upon word order and sentence structure, the knowledge of which is essential to the proper appreciation of the language. Mj

MR. GRONOW

3. **Review of Elementary German Grammar and Syntax.**—This course presupposes a previous knowledge of German equivalent to that afforded by Courses 1 and 2. It is intended for those who for any reason wish to make a brief systematic review of grammar and syntax, and consists of translation and other exercises based on short German stories, and of a limited number of original compositions embodying the principles reviewed. It will appeal especially (1) to students who desire to renew their acquaintance with the fundamentals preparatory to further study in the language; (2) to many German-Americans, and to those who have acquired their knowledge of the tongue by some natural method; (3) to candidates for the Ph.D. degree who are required to pass a preliminary examination in German. Mj

MISS KUEFFNER

4. **Intermediate Prose Composition.**—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Mj

ASSISTANT PROFESSOR KERN

5. **German Idioms and Synonyms.**—The course comprises the study of (1) the method of word formation; (2) grammatical idioms; (3) synonyms, together with a thorough review of syntax. Attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course will be helpful to those who teach the language in secondary schools. Mj

MR. GRONOW

6. **Scientific German.**—This course is devoted to the reading of German publications on scientific subjects. German textbooks or articles from journals in some lines of natural science in which the student is mainly interested will be selected. It corresponds in prerequisites and linguistic difficulty to Course 5 in residence. Its aim is to enable the student to read German publications in the line of his studies, and to make him acquainted with the technical terminology. Short exercises in German composition connected with the text will occasionally be required. (Informal.) Mj

DR. VON NOÉ

7. **Modern German Dramas.**—This is primarily a reading course corresponding to Course 6 in residence. It aims at the acquisition of the foundations of idiomatic German on the basis of the language of the dramas read. A short theme in German on the subject chosen from the reading is required with each lesson. Mj

DR. VON NOÉ

8. **The German Short Story.**—The development of the short story ("Novelle") into an art-form is one of the most interesting phenomena of nineteenth-century literature. The study of this evolution in Germany, together with the various forms of the short story extant—the dramatic, the lyric, the historical, the social, etc.—is the object of this course. The student will read, under guidance, selected stories of Lieck, Hoffmann, Riehl, Auerbach, Rosegger, Meyer, Keller, Fontane, Liliencron, and others. Reports and essays (in German) will be required. This course may be taken by anyone who has a fair reading and writing knowledge of German. Mj

DR. VON KLENZE

9. **Deutsche Aufsätze und Stilübungen.**—Study of masterpieces of the best German stylists; criticism and development of graded themes; discussion of German synonyms, the more difficult principles of syntax, and the elements of style. "Freie Reproduction." Of special value to teachers. (Informal.) Mj

DR. SCHUB

10. Outline History of German Literature.

A. Includes a survey of the development of German literature from the scanty remnants of the earliest period of tribal migrations, heroic romances, and early ballads, through the first period of efflorescence—the twelfth and thirteenth centuries with their troubadours and national epics; the period of humanism and the reformation, up to the second period of efflorescence—the eighteenth century. Mj

B. Aims at a more detailed study of prominent writers of the eighteenth century; the Romantic Movement with its best representatives, and the most characteristic novelists, dramatists, and lyricists of the nineteenth century. A is not prerequisite to B. Mj

Prerequisites for both A. and B. Students taking either one of these courses must have a good reading knowledge of German as well as ability to write with some ease. It is advisable that at least one of the courses in some special field of German literature as "The Short Story" or "Goethe's Lyrics," or their equivalents, should precede this course. DR. VON KLENZE

11. Goethe's Lyric Poetry as an Exponent of His Life.—No writer so minutely reflects his moral and intellectual growth in his lyric poetry as does Goethe. A chronological study of his lyrics affords, therefore, a subtle appreciation of his whole individuality. The student will pursue a study of the standard biographies of Goethe together with his letters and autobiographical writings, while at the same time reading carefully the lyrics written during each period of his life. Essays are required throughout the course. **Mj**

DR. VON KLENZE

12. Gothic.—A consideration of Gothic phonology, morphology, and syntax in connection with the reading of selections from the Bible translation of Ulfilas. **Mj**

ASSISTANT PROFESSOR WOOD

13. Old High German.—The reading of selections from Braune's "Althochdeutsches Lesebuch," with reference to the same author's "Althochdeutsche Grammatik." This course is a natural sequent of Course 12.

Prerequisite: Course 12 or its equivalent. **Mj**

ASSISTANT PROFESSOR WOOD

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable. In this way courses have been given in Germanic Phonology, Schiller, "Wallenstein," and Heine.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC

ELEMENTARY

1. English Grammar.—An elementary course in practical English grammar, assuming no technical knowledge of the subject, and intended for students who need instruction or review in such fundamentals as the parts of speech, their correct use in the sentence, punctuation, capitalization, etc. Foreigners imperfectly acquainted with English idiom will find this course of value, and in many cases it will be needed as preparation for the following composition courses. The exercises of the course consist mainly of the correction of faulty sentences and the writing of sentences and occasional short compositions to illustrate the principles discussed. **Mj**

DR. MARSH

ACADEMY

2. Preparatory English Composition.—This course is designed for those who wish to familiarize themselves with the elements of English composition. It consists of exercises based upon the study of a prescribed textbook, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college entrance examination in English composition. Teachers in secondary schools will find the course an aid in their work. Business and professional men whose training has been deficient can gain from this course valuable experience in practical composition. **Mj**

DR. MARSH

3. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements in English literature for admission to college, and students who successfully complete the course should have no difficulty in passing the entrance examination. The aim, however, is to make the course valuable not only to such students, but also (1) to teachers of English in preparatory schools, and (2) to all persons who wish to take up, either for the first time or by way of review, the more simple and concrete phases of the study of literature. [Students who have once registered for this course may secure instruc-

tion on the new books added in any subsequent year upon payment of \$5 for that year.] **Mj**

MRS. MOORE AND MISS CRANDALL

COLLEGE

4. English I.—This course is designed to be a full equivalent of English 1 in residence (the first course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will prepare exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. He will also write short themes on suggested topics. Exercises and themes will be criticised in detail and returned to the writer for correction. **Mj**

DR. MARSH

5. English III.—This course is designed to be a full equivalent of English 3 (the second course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims (1) to give training in structure, and (2) to give instruction and practice in the four forms of composition—exposition, argumentation, description and narration. To these ends the emphasis is laid on exposition and argumentation, textbooks are required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of eight long themes, each from six to twelve pages in length, and ten short themes of one page each. Admission to the course may be obtained by passing creditably English I, or by submitting to the instructor an original exposition or argument showing ability. **Mj**

MRS. FLINT

6. English IV.—The work in this course consists in the preparation of nine long themes, each roughly speaking, from six to twelve pages in length, and of twenty short themes of one page each. The student is expected to give some attention to each of the four forms of composition—exposition, argumentation, narration, and description—but may, by permission of the instructor, devote his main effort to the division in which he is most interested. Instruction is personal, not general. Admission may be obtained in one of two ways: (1) by passing creditably English III; (2) by submitting to the instructor a manuscript showing literary ability. **Mj**

MRS. FLINT

7. English V.—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—e. g., the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material, but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above-mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticised with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve

themes will be required, but the number will vary somewhat according to the length of the several themes. Mj

MRS. FLINT

8. The Development of English Literature.—This course is designed to be the full equivalent of English 40 in residence, the first required course in English literature. It introduces the student to the whole range of English literature in a series of connected masterpieces from Beowulf to Tennyson. The aim is not only to give some knowledge of the masterpieces in themselves, but to study their connection in the development of English literature; to observe the way in which the literature of each period has changed and developed into that of the succeeding period; to note what it has taken from the literature which preceded it, and what it has bequeathed to that which followed it. Some attention is given also to tracing a connection between the principal historic events and conditions of each period, and the literature of its own and succeeding periods. The course, as a whole, affords a broad foundation for more detailed and critical study. Mj

MRS. MOORE AND MISS CRANDALL

9. Masterpieces of English Literature.—This course corresponds in scope and purpose to 40A and 40B in residence. Its aims and methods are in general the same as those of Course 8. It considers the same periods of literature, studying their connection with each other, and with the history and life of the people they represent, but offers a larger number of masterpieces in each period, and gives to each masterpiece more detailed and critical treatment than was possible in Course 8. Either Major in this course may be substituted for Course 40 in residence or for Course 8. Students who have completed Courses 40 in residence or Course 8 by correspondence may, by taking forty lessons selected from this course, obtain credit for another Major. DMj

MRS. MOORE AND MISS CRANDALL

***10. An Introduction to American Literature.**—A series of studies of American life in American literature. The first few lessons are given over to pre-Revolutionary literature for the purpose of observing the earliest departures from English models and traditions. Chief emphasis is, however, thrown on the poets, essayists and novelists of the nineteenth century. The course is concluded with a general survey of that distinctively American product—the contemporary “novel of the soil.” While the aim of the course is to put the student in the way of obtaining a preliminary acquaintance with the subject as a whole, assigned readings are restricted to selected works of twelve or fifteen representative men of letters. Mj

MR. BOYNTON

NOTE.—For admission to any one of the following courses, Course 8 or its equivalent is prerequisite.

11. Shakespeare: Typical Plays.—The underlying conception or central idea of this course is the development of Shakespeare's mind and art. His plays are regarded as an organic whole, forming the stages in a continuous mental growth—a progressive revelation of their author's genius and the great variety of his powers. To this end the following plays, typical of the various periods in his life as artist, are critically studied in their literary aspect and in the order of their creation: “Henry IV,” “As You Like It,” “Othello,” “King Lear,” “Antony and Cleopatra,” and “The Tempest.” For purposes of comparison the student is required to read also: “The Two Gentlemen of Verona,” “Richard III,” and “Romeo and Juliet.” Some attention is given incidentally to the history of Shakespeare's laughter—the comic as conceived by the dramatist at the different

periods of his life—as throwing light on the growth of his character, intellect, and moral nature. Mj

ASSOCIATE PROFESSOR TROOP

12. English Literature from 1557 to 1642.—A reading course corresponding in a general way to English 42 and 43 in residence, but condensed into one Major. The aim is to give the student personal acquaintance with representative works of the most important authors of the Elizabethan period, except Shakespeare, who is treated separately. Among the authors read are Spenser, Sidney, Bacon, Lyly, Marlowe, Jonson, Beaumont, Fletcher, Herrick, and Milton. Mj

DR. MARSH

13. English Literature from 1642 to 1744 (the Classical Period).—A reading course corresponding in a general way to English 44 and 45 in residence, but condensed like 12 (because of the comparative inaccessibility of some of the works of the period) into one Major. Among the most important authors read are Milton, Bunyan, Dryden, Wycherley, Congreve, Addison, Steele, Pope, Swift, Defoe, and Thomson. Mj

DR. MARSH

14. English Literature from 1744 to 1798.—A reading course corresponding to English 46 in residence, with special attention to the beginnings of romanticism. Among the most important authors read are Collins, Gray, Goldsmith, Sheridan, Cowper, Crabbe, Blake, Burns, Richardson, Fielding, Sterne, Smollett, and Johnson. Mj

DR. MARSH

15. English Literature from 1798 to 1832.—A reading course corresponding to English 47 in residence. A large number of the works of Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, DeQuincy, Jane Austen, Scott, and others will be read. Mj

DR. MARSH

16. English Literature from 1832 to 1892.—A reading course corresponding to English 48 in residence. The aim of the course is (1) to make the student acquainted, by personal contact, with representative works of the greatest authors of the Victorian period, and (2) to give him a general idea of the important literary movements of the period. The principal authors read will be Tennyson, the Brownings, Clough, Arnold, the Rossettis, Morris, and Swinburne among the poets; Dickens, Thackeray, Charlotte Bronte, George Eliot, Meredith, and Hardy among the novelists; Carlyle, Macaulay, Newman, Ruskin, Arnold, Pater, and Stevenson among the essayists and critics. Mj

DR. MARSH

17. Studies in the Works of Robert Browning. M
MISS RADFORD

18. Studies in the Poetry of Tennyson. M
MISS RADFORD

19. English Novelists of the Nineteenth Century.—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret the several fictions as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, a review of the Romantic movement, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj

ASSOCIATE PROFESSOR TROOP

20. English Essayists of the Nineteenth Century.—An advanced undergraduate study of six essayists, including a brief preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon typical essays of Lamb, De Quincey, Mac-

aulay, Carlyle, Ruskin, and Arnold. Newman or Hazlett may be substituted for DeQuincy if desired. The method of study is the biographical, and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature to the forces of social life. Mj

ASSOCIATE PROFESSOR TROOP

21. American Literature: The Renaissance of New England.—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, Unitarianism, transcendentalism, and reform—are incidentally examined in so far as they affected or were affected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj

ASSOCIATE PROFESSOR TROOP

22. Modern Realistic Fiction.—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: George Eliot's "Silas Marner," Hardy's "Tess of the D'Urbervilles," Ward's "Marcella," Howell's "A Modern Instance," Meridith's "The Egoist," Tolstoi's "Anna Karénina," Maarten's "The Greater Glory," Zola's "L'Assommoir," Sudermann's "The Wish," Wilkin's "Pembroke." Mj

MISS RADFORD

23. The Short Story in English and American Literature.—In connection with a brief résumé of the history of the short story in England and America, students will read, critically, a number of representative stories by Irving, Hawthorne, Poe, Dickens, Stevenson, Kipling, and others, and, for the sake of comparison, several stories of Maupassant (in translation). The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj

DR. MARSH

24. Elementary Old English.—Grammar and reading, corresponding to English 21 in residence. Mj

DR. MARSH

25. Advanced Old English.—"Beowulf."—An elementary reading course in Old English Poetry. (Informal.) Mj

ASSOCIATE PROFESSOR BLACKBURN

26. Advanced Old English.—"Cynewulf's Works."—An elementary reading course in Old English Prose. (Informal.) Mj

ASSOCIATE PROFESSOR BLACKBURN

XVI. GENERAL LITERATURE

This Department offers work to two distinct classes of students: (1) those doing graduate work in comparative literature, for whom a knowledge of the original languages and some previous training in literature are indispensable; (2) those doing undergraduate work, who wish to become acquainted with foreign literatures for the purpose of general culture, for whom a reading knowledge of the original languages, though desirable, is not necessary.

1. German Literature (in English).—This course attempts a survey of the principal movements in German Literature from its first appearance to the present day. Representative authors are studied and constant attention is given to the connection of social and intellectual life with German poetry. Frequent parallels are drawn with corresponding developments in English literature. Mj

DR. VON NOÉ

2. Milton and Dante.—This advanced undergraduate course comprises the critical study of Milton's "Paradise Lost," the Epic of Protestantism, and the careful reading (in translation) of Dante's "Divina Comedia," the Epic of Catholicism. Dante, who interprets all Mediæval Europe, is the closest analogue of Milton, who represents Puritan England and the whole spirit of Puritanism. They preserve and express in forms of epic poetry the profoundest sentiment and highest spiritual aspirations of their respective ages. To bring out these facts and to present in outline the religious philosophy of each of the poets is the main purpose of this course of study. In the case of the English author considerable attention is given to the form through which the thought reaches the reader, and to the peculiar power which lies in Milton's style. It is presupposed that the student has some knowledge of the nature of poetry in general, of its different varieties, and of the various kinds of rhymes, meters, etc. Mj

ASSOCIATE PROFESSOR TROOP

3. Studies in Recent Drama.—This course embraces a study of selected plays of Ibsen, Sudermann, Hauptmann, D'Annunzio, Phillips, Jones, Pinero, and Shaw. About half the work will be put upon the plays of Ibsen. M

MISS RADFORD

XVII. MATHEMATICS

ACADEMY

1. Elementary Algebra.

A. This course presupposes no acquaintance with the subject, and treats of: general number, algebraic number, the four fundamental operations, integral algebraic equations type-forms in multiplication and division, factoring with the usual applications, fractional and literal equations in one unknown number, interpretation of solution of problems, simultaneous linear equations, with solutions of numerous problems and interpretations, indeterminate linear equations, evolution and inequalities, every topic illustrated by many examples. The theory is thorough and rigorous. Fisher and Schwatt's "Higher Algebra." Mj

ASSISTANT PROFESSOR HOOVER

B. Continues A, taking up irrational numbers, surds, imaginary and complex numbers, quadratic equations, equations leading to quadratics, roots of quadratic equations, adaptation to questions in maxima and minima, equations of higher degree than the second, irrational equations, simultaneous quadratic and higher equations, ratio, proportion, variation, theory of exponents, the progressions, the binomial theorem for a positive integral exponent, logarithms developed to application of tables in computation, compound interest and annuities. Fisher and Schwatt's "Higher Algebra." Mj

ASSISTANT PROFESSOR HOOVER

2. Plane Geometry.—The theory is well illustrated by numerous original exercises. The first Major comprises the first three books; the second, the remainder of plane geometry. Wentworth's "Plane and Solid Geometry." (Revised.) DMj

ASSISTANT PROFESSOR HOOVER

3. Solid Geometry.—Here, as in plane geometry, emphasis is laid on exercises calling for original work. Wentworth's "Plane and Solid Geometry." Mj

ASSISTANT PROFESSOR HOOVER

COLLEGE

4. Plane Trigonometry by the Laboratory Method.—It is one of the tenets of the laboratory method of mathematical instruction that the student shall approach each principle and each problem from at least two of the following standpoints: the graphical (by use of drawings, generally to

scale), the analytical (by use of formulæ), the arithmetical (by use of tables), and the mechanical (by simple experiments or by appeal to simple physical principles). Experience shows that the total effect of the views from the various angles gives greater mastery than a single view, however clear. At the outset of the course in trigonometry, the graphical and arithmetical views are emphasized. The obvious properties of the graphs (on square-ruled and polar paper) lead naturally to all the fundamental formulæ of plane trigonometry. This method is in marked contrast to the current method by which each formula makes its appearance from some unseen source to be followed by a more or less artificial proof. When the concepts and formulæ of trigonometry are thus naturally acquired, the student proceeds to the usual computations and applications as given in a standard text. But graphical computation also is emphasized, first on pedagogical grounds, next for purposes of check, and finally for its intrinsic importance to engineers and others who require fairly accurate, but rapid, solutions.

Mj

ASSISTANT PROFESSOR DICKSON

5. **Plane Trigonometry.**—The student is expected to examine the theory of the subject carefully and give evidence of his mastery of it by working numerous examples. Special attention is given to computation in which Hussey's or Bremikers' tables are used. The course covers about the first two hundred pages of the text, Bowser's "Treatise on Plane and Spherical Trigonometry." For a review and more advanced course in this subject, Chauvenet's text is used (cf. Course 6).

Mj
ASSISTANT PROFESSOR HOOVER

6. **Spherical Trigonometry.**—The work is based on the latter part of Chauvenet's "Plane and Spherical Trigonometry." (Informal.)

M

ASSISTANT PROFESSOR HOOVER

7. **College Algebra.**—This includes chapters in permutations and combinations, probability, variables and limits, infinite series, binomial theorem for any rational exponent, undetermined coefficients, summation of series, exponential and logarithmic series, determinants, and theory of equations, with abundant exercise in solution of illustrative examples. Fisher and Schwatt's "Higher Algebra."

Mj
ASSISTANT PROFESSOR HOOVER

8. **Plane Analytic Geometry.**—The student with good command of the preceding courses secures in this course a control of the elementary processes and principles of the powerful science of analytic geometry—a science of systematic application of algebra and trigonometry to the study of problems of geometry. For beginners, Bowser's "Elements of Plane and Solid Analytical Geometry" is used. For those having some acquaintance with the science, Loney's (Plane) "Co-ordinate Geometry" is used.

Mj
ASSISTANT PROFESSOR HOOVER

9. **Solid Analytical Geometry.**—C. Smith's "Solid Geometry." (Informal.)

Mj

ASSISTANT PROFESSOR HOOVER

10. **Calculus (Culture Course).**—This course is for those who do not wish to pursue the longer course in the Calculus but who nevertheless desire an introductory knowledge of the subject sufficient at least to gain an idea of the way in which this potent instrument is used in attacking the practical problems of geometry, mechanics, physics, and other sciences. It will also serve the purpose of those who wish to make preliminary preparation for the more exhaustive study of the subject. It presupposes a working knowledge of trigonometry, college algebra, and the elements of analytical geometry.

Mj

ASSISTANT PROFESSOR SLAUGHT

11. **Calculus.**—This subject is presented in two Majors the first treating of the differential, and the second, of the integral calculus. The fundamentals are carefully studied and find extended and varied application in the selected problems. Osborne's "Differential and Integral Calculus."

DMj

ASSISTANT PROFESSOR HOOVER

12. **Advanced Calculus.**—Especial attention is given to the theory. Byerly's "Differential and Integral Calculus" (latest edition). (Informal.)

DMj

ASSISTANT PROFESSOR HOOVER

13. **Analytical Mechanics.**—An elementary course, requiring a good working knowledge of the previous courses. The main divisions of the subject, statics and dynamics, are well illustrated by typical examples. Bowser's "Analytical Mechanics."

Mj

ASSISTANT PROFESSOR HOOVER

14. **Elements of Theories of Probability and of Least Squares.**—In this course enough of the mathematical theory will be given to fit the student to pursue the following course with profit. The fundamental conceptions are carried far enough to put the student in practical possession of the theories of these subjects.

Mj

PROFESSOR MYERS

15. **The Theory of Errors.**—This course requires a fair academic knowledge of enough differential and integral calculus to make clear the meaning and use of the probability-integral. It will have little to do with the theory of probabilities or of least squares further than relates to the discussion of erroneous observational data and the best-known and most practicable methods of eliciting from such data their content of truth.

Mj

PROFESSOR MYERS

16. **Advanced Theory of Equations.**—The earlier part of this course gives a very complete treatment of the theory of equations; the latter part includes determinants, symmetric functions, invariants, transformations, substitutions, and groups. Burnside and Panton's "Theory of Equations," fourth ed. (Informal.)

DMj

ASSISTANT PROFESSOR HOOVER

17. **Differential Equations.**—This course presupposes a good working knowledge of calculus. Johnson's "Differential Equations." (Informal.)

DMj

ASSISTANT PROFESSOR HOOVER

18. **Projective Geometry.**—Reye's "Geometrie der Lage." (Informal.)

Mj

PROFESSOR MOORE

GRADUATE

19. **History of the Science of Mathematics.**—This course is intended to put the student in possession of a knowledge of the most fruitful epochs and of the most salient influences of mathematical history; to make him more keenly appreciative of the fact that his science is and always has been a growing science, to inform him that the attitude of mind exhibited by the works of the great mathematicians is most conducive to progress today; in short, to assist the mathematical student to a more intelligent identifying of himself with those men and movements which are making for mathematical advance at the present time.

Mj

PROFESSOR MYERS

20. **History of the Teaching of Elementary and Secondary Mathematics.**—(Cf. description below.)

Mj

PROFESSOR MYERS

21. **Advanced Analytical Geometry.**—Charles Smith's "Conic Sections," with chapters on trilinear co-ordinates, reciprocation, etc. (Mj); or Whitworth's "Modern Ana-

lytical Geometry," limited to the trilinear and quadrilinear notation (informal, DMj); or Salmon's "Conic Sections," extended to include the invariant theory, involution, projection, etc., a standard treatment. (Informal, DMj.)

ASSISTANT PROFESSOR HOOVER

22. **Differential Equations.**—Forsyth's "Differential Equations." (Informal, DMj.)

ASSISTANT PROFESSOR HOOVER

23. **Spherical Harmonics.**—This course gives chief attention to such special forms of partial differential equations as integrate into the standard series and functions called for in advanced studies in heat, light, vibration, electricity, and gravitation. The course will be of special value to students or teachers of mathematics, advanced physics, mechanics, and astronomy, whose mathematical training has not been so extended or of so direct a bearing upon their work as they feel it should have been. Emphasis will be laid about equally upon academic and pedagogic phases of study. Practical electricians and engineers of good attainment will find the course especially helpful to them. Mj

PROFESSOR MYERS

24. **Analysis.**—Stolz's "Allgemeine Arithmetik," Picard's "Traité d'analyse." (Informal.) 4Mj

PROFESSOR MOORE

25. **Theory of Functions of a Complex Variable.**—Harkness and Morley's "Introduction to Analytic Functions"; with students who read German, Burkhardt's "Einführung in die Theorie der Analytischen Funktionen" will be used. DMj

PROFESSOR MOORE

26. **Elliptic Functions.**—Tannery et Molk's "Éléments de la théorie des fonctions elliptiques." (Informal.) DMj

PROFESSOR MOORE

27. **Algebra.**—Weber's "Lehrbuch der Algebra." (Informal.) DMj

PROFESSOR MOORE

28. **Numbers.**—Bachmann's "Zahlentheorie." (Informal.) DMj

PROFESSOR MOORE

SCHOOL OF EDUCATION

29. **Review Course in Mathematics for the Elementary School.**—This is designed primarily for the review and restudy, from the teacher's point of view, of the subject-matter upon which the mathematical work of the elementary schools should be based. It deals largely with the applications of mathematics to quantitative problems and questions of school environment and everyday life. The number work of geography, nature-study, commerce, business, of construction, and of the industries will receive special emphasis. Out of work drawn from these various sources the science of arithmetic will be derived. The bulk of the work will consist in the actual solution of problems drawn from modern life and representing real conditions. The course will be given under the following heads: (1) work in counting, indefinite comparison, and measurement, covering the period from Grade I to Grade V, inclusive; (2) work in direct measurement, definite comparison, and ratio, covering the period from Grade III to Grade VII, inclusive; (3) direct and indirect measurement and comparison, covering the period from Grade V to Grade VII, inclusive; (4) observational and experimental geometry; inductive geometry and generalized arithmetic, covering the period from Grade V to Grade X, inclusive. Mj

PROFESSOR MYERS

30. **Pedagogy of Mathematics of the Elementary Schools.**—This course will be based upon the preceding course or its equivalent, and will deal with its educational

aspects and pedagogical justifications. While concerning itself chiefly with modern reasons and methods for the teaching of arithmetic, it will not ignore the historical forces and factors out of which the best modern procedure has been evolved. Laboratory and field work in mathematics teaching will be studied, and the psychological grounds for these means of imparting mathematical knowledge will be recapitulated. The kind and place of elementary geometry and algebra in the grades will be considered. The following synopsis will indicate the nature of the work: (1) correlated, applied, and formal number of work in grades I to V; (2) theoretical and practical arithmetic of business, of the industries, of elementary science, and of the builder's trade; (3) such geometry and algebra as the pupil is ready for and as will properly graduate his steps toward the high school; (4) the correlation of these three lines of work into an organic whole for the elementary pupil. Mj

PROFESSOR MYERS

31. **The Teaching of Secondary Mathematics.**—This course presupposes a good knowledge of high-school geometry and algebra. A knowledge of plane trigonometry is desirable, though not required. The course will deal with the problems of the high-school teacher so far as related to the actual work of the classroom. Considerable work in gathering real material and preparing plans for topics of local, general, scientific, social, or industrial interest will be required. The following summary will show the phases of high-school mathematics teaching to be dealt with: (1) high-school arithmetic, geometry, algebra, and physics taught abreast during the first four years; (2) laboratory work in geometry, algebra, trigonometry, and elementary mechanics during the second and third years; (3) laboratory and field work in secondary mathematics and sciences, together with much abstract work in the third and fourth years; (4) the correlation of this work into a unified mathematical whole. Mj

PROFESSOR MYERS

32. **The Psychology of Number.**—The work of this course requires a good knowledge of the subject of arithmetic and some power of abstract thought. Questions having to do with the psychological genesis and growth of the number concept are examined. The psychologic grounds for and against the ideas which have dominated pedagogic method in the elementary mathematics are critically examined. The variable unit conception of number is studied with special care. The purpose of the course is to make teachers of elementary mathematics clearly conscious of the function of this subject in elementary education, thereby rendering this practice immune from contagion of shallow mechanical devices as methods of training the number faculty of children. Mj

PROFESSOR MYERS

33. **The Mathematics of History, Geography, Nature-Study, and Constructive Work, for Elementary Schools.** The purpose of this course is to aid teachers of all grades of the elementary schools to gather and organize for use in mathematics the quantitative material of the central subjects. Besides furnishing much problem material, it gives samples of ways to systematize this material to meet the needs of arithmetic both as a science and an art. Without neglecting the mathematical requirements of elementary schools, it shows how to teach the uses of arithmetic and the elements of algebra and geometry in the affairs of everyday life. It is essentially a course on the mathematics of the central subjects of the elementary school. Its aim is to teach elementary school mathematics through its uses, and to assist in unifying the school work. Mj

PROFESSOR MYERS

34. Mathematics for Teachers of Handicraft.—This is a course for teachers of either elementary or secondary schools. It will concern itself with a study of the relation and meaning of the work in manual training, domestic science, and drawing and designing to the mathematical work already in the curricula of the public schools. It will assist special teachers of the arts, to relate their work more intelligently and more organically to the all-round work of their pupils. The purpose of the course is to study and to organize mathematical subject-matter from the view-point of the arts and technologies. Mj

PROFESSOR MYERS

35. Astronomy for High-school Teachers.—This is a course for high-school teachers who desire to make astronomy a more vital force in secondary education than is possible with a mere textual description of astronomical facts and phenomena. Teachers of all branches of secondary science recognize that the day of mere textbook science is past, and that the reason astronomy is being so generally dropped from the high school is that, as the subject is usually taught both its scientific and its educational value are very largely lost. This is a course along experimental, observational, and scientific lines. Mj

PROFESSOR MYERS

36. Plane Trigonometry and Surveying with Surveyor's Tape and Extemporized Apparatus.—Most of the problems of elementary surveying will be included in this course. It is to assist teachers of secondary mathematics, who can expend but little, if any, money for equipment, to vitalize their teaching by introducing into their work such practical applications of the mathematical problems proposed by the class as will make the propositions appeal to the class as presenting real problems needing solution. Most surveying, though ordinarily done with expensive instruments, can be done quite well with a tape and water level. To execute the work in this way makes more mathematical work necessary, but this is not an objection when the prime purpose is mathematical, rather than practical. The few instruments needed for the course may be rented from the University for a small fee. Mj

PROFESSOR MYERS

37. Surveying and Plane Trigonometry Taught Simultaneously.—This is for high-school teachers or for individuals who have had plane geometry and elementary algebra through quadratics. It will be useful for persons who cannot, or who do not care to take time enough for a course in trigonometry before beginning with its most common uses. Such and so much trigonometry as is needed to do the work in surveying will be taught when and where the surveying calls for it. The course may be so taken as to count for either one or two Majors, according to the quantity of the work done. It will be given only to persons who have access to the use of a transit, engineer's tape, and the customary scales for use in plotting topographic work. Topographic maps must be submitted to the instructor, at the expense of the student. Mj or DMj

PROFESSOR MYERS

38. The Teaching of College Algebra, Trigonometry, and Analytics.—A good academic knowledge of these subjects is required for admission to this course. The following topical enumeration will suggest the nature of the questions considered: (1) the purpose of college algebra, trigonometry and analytics, in the curriculum of the college; (a) viewed from the teacher's standpoint, (b) viewed from the student's standpoint; (2) method of teaching these subjects as determined by this purpose; (3) the correlation idea as applied to Freshman college mathematics; (4) the laboratory method in Freshman college mathematics; (5) use of graphical work early and all along; (6) applications of these subjects in

teaching them; (7) dangers of this teaching becoming too abstract; (8) order and sequence of special topics. Any recent text in each of these subjects will answer. Mj

PROFESSOR MYERS

39. The Teaching of Differential and Integral Calculus.—A good academic acquaintance with these subjects is required for admission into this course. The following topics will indicate the character of the work: (1) teaching calculus through its uses in mathematical physics and mechanics; (2) the historical order of development of the subject: (a) method of exhaustions, (b) method of indivisibles, (c) method of infinitesimals, (d) method of rates; (3) the best conception of the fundamental notions of calculus for beginners; (4) the gradual working-out by the student of the notion of the integral as an anti-derivative, and consequences; (5) notions of the calculus in the high school; (6) graphical calculus. Mj

PROFESSOR MYERS

20. History of the Teaching of Elementary and Secondary Mathematics.—Especial attention is here given to the historic order of evolution of the subject-matter of arithmetic, algebra, geometry, and trigonometry, and to the ideas which, among the various peoples who have contributed to these subjects, have determined the place and function of these subjects, from age to age, in the education of the youth. The work will be conducted from the higher point of view of the teacher and with reference to the meaning, for current teaching of these subjects, of the historic stages through which they have passed to reach their present status in school curricula. Mj

PROFESSOR MYERS

19. History of the Science of Mathematics.—(Cf. description under 19 above.) Mj

PROFESSOR MYERS

2. The History of Astronomy.—(Cf. description under Astronomy, 2). Mj

PROFESSOR MYERS

XVIII. ASTRONOMY

1. Elementary Astronomy.—Deals with the fundamental facts, principles, and methods of the science. Todd's "New Astronomy," with copious references to Young's "General Astronomy." (Informal.) Mj

ASSISTANT PROFESSOR MOULTON

2. The History of Astronomy.—This is a culture course on the subject for persons who desire to familiarize themselves with the scientific ideas, methods, and results that have determined scientific progress down to recent times. The history of no science so fully exhibits the complete scientific method as does the history of this oldest, most complete, and most exact of all the sciences. A careful study of it may well constitute a part of a liberal education. It is both stimulating and directly helpful to teachers of high-school science and mathematics. A real basis for much of the high-school mathematics is furnished by supplying the astronomical setting from which it sprang. Mj

PROFESSOR MYERS

35. Astronomy for High-School Teachers.—(Cf. description under Mathematics 35.) Mj

PROFESSOR MYERS

4. Analytical Mechanics.—Elementary course; Bowser's "Analytical Mechanics." (Informal.) Mj

ASSISTANT PROFESSOR MOULTON

5. Advanced Analytical Mechanics.—Ziwet's "Theoretical Mechanics." (Informal.) Mj

Prerequisite: Courses 12 and 21 in the Department of Mathematics and Course 4 in Astronomy.

ASSISTANT PROFESSOR LAVES OR
ASSISTANT PROFESSOR MOULTON

6. **Celestial Mechanics.**—Selected chapters. F. Tisserand, "Traité de mécanique céleste," Vol. I, or O. Dziobek, "Mathematical Theories of Planetary Motions." (Informal.) Mj

Prerequisite: Course 5 or its equivalent, and a reading knowledge of French. ASSISTANT PROFESSOR LAVES OR ASSISTANT PROFESSOR MOULTON

XIX. PHYSICS

1. Elementary Physics.

A. **MECHANICS, SOUND, AND HEAT.**—This course corresponds essentially to the first Major of Course 0, in residence, and is designed to cover the first half year's work in elementary physics as given in high schools and academies. A text is followed rather closely in the reading lessons, supplemented by new problems and references to other textbooks. The apparatus for the required laboratory work, together with detailed instructions for setting up the apparatus and performing the experiments, are packed in a special case and shipped to the student. Reports on both the reading and laboratory work are submitted by the student for approval or correction. A deposit of \$15 is required for the loan of the apparatus. This will be refunded when the same is returned intact, less expressage and \$3, the loan fee. Mj

B. **ELECTRICITY, MAGNETISM, AND LIGHT.**—A continuation of Course A, and the equivalent of the second half-year of high-school physics. The plan for text and laboratory work laid down under Course A is followed in this course. A deposit of \$10 is required for the loan of apparatus. This will be refunded when the same is returned intact, less expressage and \$2.50, the loan fee. Mj

Courses A and B together constitute the admission unit in physics.

DR. HOBBS

XX. CHEMISTRY

1. General Inorganic Chemistry (sequel to High-School Chemistry.)

A. This course furnishes a review and a continuation of elementary chemistry and together with B forms the link between the average high-school course in chemistry and the courses in "Qualitative Analysis" which follow. The course includes a study of the metallic and non-metallic elements and their chief compounds. It includes also the study of the laws and principles of the science and their use in explanation of chemical phenomena. The laboratory work, which is an important part of the course, affords opportunity for gaining direct knowledge of the different substances, their modes of manufacture, and their properties. In the choice of illustrations preference is given to the industrial and other applications of chemistry. Mj

B. Continuation of Course A. Mj

These two Majors cover the ground of Courses 2 S and 3 S in residence. There are in all 80 lessons. In view of the fact that different students will have different degrees of preparation, however, the number of lessons may be varied by the omission of such parts of the subject as the student may already have wholly mastered. In this way the work will be adapted to individual needs, and waste of time and effort will be avoided. For information regarding apparatus see below.

Prerequisite: A course in Inorganic Chemistry as ordinarily given in high schools.

PROFESSOR A. SMITH AND MR. CARSON

2. Qualitative Analysis.

A. This course aims to present the fundamental methods of qualitative analysis. The analytical reactions of the most important metals and acids are studied. This is done in such a way that the student learns the art of performing tests, and comes to understand how the methods of separation and detection are based upon a judicious selection and arrangement of these tests. During the course each student analyzes a number of simple salts, and a few mixtures which contain, in each case, only the metals or acids of a single group. Within the past few years, qualitative analysis has been modified by the influence of physical chemistry. The theories of solution and of electrolytic dissociation, and the study of problems in chemical equilibrium have all contributed to furnish analytical chemistry with a scientific foundation which it never possessed before. As a result of this change, the processes of qualitative analysis have lost much of the purely mechanical character which they formerly possessed; a chemical analysis can be carried out intelligently only by one who understands the scientific principles which underlie it. Mj

B. This course continues Course A, and gives the student practice in the analysis of simple salts, leading up to the analysis of simple mixtures, and, finally, to rather difficult mixtures in which the metals and acids are to be determined. About twenty-five "unknowns" will be analyzed. Mj

C. This course is a continuation of Courses A and B. The work consists in the analysis of complicated mixtures, and especially in the analysis of minerals and commercial products. Mj

The apparatus required in the two Majors of "General Inorganic Chemistry" or in the three Majors of "Qualitative Analysis" will not cost over \$15 in either case. It will be sent upon the receipt of a deposit of \$15. When the apparatus is returned, the deposit will be refunded, less expressage, breakage, and the loan fee. The loan fee is charged for the use of apparatus, and, in the case of "Qualitative Analysis," for chemicals which are sent in the form of mixtures for analysis. The University is not allowed to supply reagents. The loan fee for each Major of "General Inorganic Chemistry" is \$1.50 and for each Major of "Qualitative Analysis" \$2.50. When apparatus is not furnished mixtures for analysis cost \$1 per Major.

Prerequisite: These three Majors cover the ground of the second year of college work in chemistry. For admission to A, a year of General Chemistry, including laboratory work, is required.

DR. JONES

XXI. GEOLOGY

1. **Physiography.**—The course embraces the following general subjects: (1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and the moon, with the consequent changes in the length of day and night and the seasons; (2) the atmosphere—its constitution, temperature, pressure and movements, weather changes and climate; (3) the ocean—its constitution, temperature, movements, geologic activities, coastline phenomena; (4) the land—the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands, and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. Topographic maps and folios will be studied, and the maps will be used in connection with land forms. The rocks and minerals forming the earth's crust will be treated as fully as the course permits. The last lessons will give the student some opportunity to

do individual field work. Laboratory methods will receive attention throughout the course. The course covers the ground of Course 1 offered in residence, and is suited to the needs of those who teach Physical Geography and Physiography in preparatory schools. Mj

DR. CALHOUN

2. General Geology.—This course treats of the leading facts and principles of geology, and the more important events of geological history. It embraces the following general subjects: (1) rocks composing the earth's crust; (2) dynamical geology—the work of atmospheric, aqueous, igneous, and organic agencies treated in a manner to supplement the physiographic studies of Course 1; (3) structural geology—the origin and structure of the igneous, metamorphic, and sedimentary rock formations; (4) historical geology—a systematic study of the development of the series of geological formations, with especial reference to the evolution of the North American continent. In this connection will be considered the historical development of organic life-forms. This course covers the ground of Course 2 in residence, and is adapted to the needs of teachers in high schools and academies, and also to students not intending to specialize in geology. Course 1, while desirable, is not a prerequisite. Mj

MR. MEINZER

3. Economic Geology.—This course is designed to give a general knowledge of the principles governing the formation and occurrence of the more important ores and non-metalliferous deposits, and of the conditions, commercial and otherwise, which limit their exploitations. It covers the study of (1) structural materials—including building stones, clays, limes, mortars, and cements; (2) fuels—including coal, petroleum, and natural gas; (3) principles controlling the deposition of ores—including the nature of ores, the forms of ore bodies, and their relations to the structural features of the containing rocks, the formation of cavities in rocks, underground waters, their composition, circulation, and work; (4) ores of metals—including iron, copper, lead, zinc, gold, and silver. No attempt will be made to cover the entire field, but typical districts or occurrences will be studied in each case. Incidentally it is hoped the student will learn how to study any other district or ore with which he may later come in contact, and to that end he will be put into touch with the general literature of the subject. The general methods of treatment will in each case be outlined. The course is not designed for beginners, and the student will be expected to be familiar with the common rocks and minerals. Mj

Prerequisite: A course in general geology or a practical knowledge of geology gained by experience in mining, etc.

XXI A. GEOGRAPHY

1. General Geography.—The scope of geography, relation to other subjects, the use of globes, models, and maps, the earth as a member of the solar system, a study of land forms, climate, soils, minerals, plants, and animals, with reference to man's distribution and social development. Primarily for teachers of geography in public schools who have not had special training in the subject. Mj

MR. BARROWS

2. Influence of Geography on American History.—A study of the geographic conditions which have influenced the course of American history, their importance as compared with one another, and their importance as compared with non-geographic factors. Among the topics considered are: geographic conditions leading to the discovery of America; exploration and settlement as affected by geographic conditions; geographic control of westward expansion; Amer-

ican sea power; growth to a continental power; geography of the Civil War; immigration; geographic control of industries; the United States a world-power. Primarily for teachers of geography and history. Mj

MR. BARROWS

XXII. ZOOLOGY

1. General Biology.—This course consists of laboratory work and reading, and is especially recommended to (1) those desiring a general culture course; (2) teachers; and (3) those looking forward to the study of medicine. The student must have had some high-school training in science, preferably in chemistry or physics, or both. The laboratory work includes (a) a study of the structure, activities, and life-history of one or two unicellular animals (e. g., Amœba, Paramoëcium); (b) a similar study of one of the higher animals (e. g., the frog, its anatomy, histology, general physiology and development); and (c) a study of karyokinesis (cell-division). This laboratory work will, so far as possible, be adapted to individual conditions such as the time of year, and the location and facilities of the student. The securing of the protozoa studied in the course is a part of the laboratory work, and since protozoa must be cultivated in infusions, which requires from one to three or four weeks, the student should not delay registration until he is ready to begin work. Instructions for making infusions will be sent with the first lessons. The collection of live animals may be occasionally required, and all those who are registered in the course in early spring will be required to collect some amphibian eggs. A fee of \$5 will be charged for the materials furnished and loan of slides. Materials furnished are preserved frogs with circulatory system injected, certain reagents not easily obtainable by the student, and an *Atlas Science Tablet* containing enough note and drawing paper for the course. The slides will illustrate cell-division, histology of the frog, etc. A compound microscope magnifying 400 times, a hand lens, and set of dissecting instruments will be needed. The cost of instruments (exclusive of the microscope and hand lens) need not exceed \$3. The cost of books will depend upon the library facilities of the student, but need not in any case exceed \$6.75 Mj

ASSOCIATE PROFESSOR LILLIE AND MR. SHELFORD

2. General Morphology of the Invertebrates.—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history of typical forms, together with assigned reading. The fundamental principles of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about twenty-five forms), the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. Fee for material and the loan of more difficult preparations, \$5 for each Major. Dmj

ASSISTANT PROFESSOR CHILD AND MR. SHELFORD

3. General Morphology of the Vertebrates.—An introduction to the study of vertebrate animals, more especially recommended for teachers of zoölogy and those contemplating the study of medicine. The course is elementary, and may profitably follow Course 2, though 2 is not prerequisite. The work will consist of assigned readings and dissection. The following type forms will be furnished for dissection: amphioxus, elasmobranch and frog or *necturus*. Observation of the life history and development and metamorphosis of the frog will be expected, to be supplemented by readings on the natural history, geographical distribution and classification of both the elasmobranchs and am-

phibians. The course covers the ground of Course 10 offered in residence. Mj

PROFESSOR WILLISTON

4. Studies of Birds.—This course involves laboratory work, field studies, and reading. It is planned especially for teachers but it may also be considered a general culture course for persons interested in birds. The student should be able to identify a majority of the common birds in his region at sight, and some training in science including physics and zoölogy is desirable. The pigeon is dissected and drawings are made of structures studied. Especial attention is given in this work to adaptive structures and their significance in the life of the bird. The field work includes studies of flight, voice, breeding habits, and migrations; and the reading is correlated with the laboratory and field studies. All of the work will be adapted to individual conditions to a certain extent. A set of simple dissecting instruments, costing not over \$2 will be required. The cost of books will depend upon library facilities and individual needs but need not exceed \$6. Mj

DR. STRONG

5. Mammalian Anatomy.—The anatomy of the cat or rabbit, including thorough dissections of the muscular, circulatory, nervous and visceral systems. Recommended as a continuation of Course 3 or 4 for teachers of zoölogy or as an independent course for those preparing for the study of medicine. It will be varied somewhat for these two classes of students. This course, if taken after Course 3 will cover very nearly the ground of Course 13 in residence. Mj

PROFESSOR WILLISTON

XXIII. ANATOMY

1. Methods in Animal Histology.—In this course the main methods of making and studying histological preparations are taken up, together with a consideration of the general principles underlying the procedures. The tissues of the dog or cat are used for material. In the practical work the student prepares specimens by the most important methods of fixing, hardening, sectioning, and staining now in general use. Drawings and descriptions of fresh or temporary preparations are submitted by the student for criticism and suggestions. The principle, proper care, and use of the microscope are dealt with. The course is designed especially for teachers in secondary schools and colleges, for medical practitioners, and others, who wish to become familiar with the practice of modern technique for the microscope. A good pocket lens, a compound microscope, dissecting instruments, microtome, stains, and reagents are necessary. Mj

DR. REVELL

XXIV. PHYSIOLOGY

1. Elementary Physiology.—The course furnishes a survey of the ground covered in residence Courses 1 and 2. The aim is to acquaint the student with the fundamental physiological processes. The work will consist principally of readings in standard textbooks on physiology, with exercises based thereon, but in addition the student will be required to perform a number of simple experiments. The course will appeal to students desiring to meet college entrance requirements in physiology, to those who contemplate attending medical or dental schools, and to those who wish a general knowledge of this subject for other purposes. Mj

DR. GUTHRIE

2. General and Special Physiology.—This course goes more deeply into the facts and theories of physiological processes. Extensive reading will be required. The different bodily processes will be discussed, and experiments will

be made to demonstrate these processes. The course will appeal especially to teachers in high schools and academies, and to students in colleges wishing advanced work in physiology. Following the plan in residence the work is divided into three Majors.

A. PHYSIOLOGY OF BLOOD, CIRCULATION AND RESPIRATION. Mj

B. PHYSIOLOGY OF DIGESTION, METABOLISM, ABSORPTION, SECRETION, MUSCLES AND HEAT. Mj

C. PHYSIOLOGY OF THE NERVOUS SYSTEM AND THE SENSES. Mj

DR. GUTHRIE

XXVII. BOTANY

1. General Morphology of the Algæ and Fungi.—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks' course given at the University. The fifty types studied represent all the main groups of algæ and fungi. In connection with a study of the structure, development, and relationships of the various forms, the principal problems considered are (1) the evolution of the plant body, (2) the origin and evolution of sex, and (3) parasitism, saprophytism, and symbiosis. This is pre-eminently a course for beginners, but it is also adapted to the needs of teachers who, though acquainted with the older style of botany, desire an introduction to the more modern phases of the subject. The material in many of the types is sufficient for a class of eight or ten students. An additional fee of \$2.50 is charged for the material and the loan of preparations. The applicant must have access to a compound microscope with a low- and a high-power objective, the latter being a $\frac{1}{4}$, a $\frac{1}{2}$, or a $\frac{1}{3}$, preferably a $\frac{1}{4}$. Mj

DR. CHAMBERLAIN

2. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in algæ and fungi, and requiring that course or its equivalent as a prerequisite. The structure, life-histories, and relationships of the liver-worts, mosses, and ferns are studied in characteristic types. The principal problems considered are (1) the evolution of the sporophyte, (2) the reduction of the gametophyte, (3) heterospory, and (4) alternation of generations. A compound microscope is needed, as in Course 1. There are needed for this work skilfully stained preparations, which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material \$2.50. Mj

DR. CHAMBERLAIN

3. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both these courses (or their equivalent) as a prerequisite. Aside from a study of the structure and development of typical forms, the most important features of this course are: a study of spermatogenesis, oogenesis, fertilization, embryology, karyokinesis, and a brief survey of Engler's scheme of classification. Courses 1, 2, and 3 are designed to give the student a comprehensive view of the structure, development, relationships, and problems of the plant kingdom. The development of a clear, bold style of scientific drawing receives attention in all of these courses. A compound microscope is needed, as in Courses 1 and 2. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5. Mj

DR. CHAMBERLAIN

4. **Elementary Plant Physiology.**—This course corresponds to Course 2 in residence. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard textbook. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections. Mj

PROFESSOR BARNES AND DR. McCALLUM

5. **Elementary Plant Ecology.**—This course covers essentially the same ground as Coulter's "Plant Relations," and, does not necessarily require previous botanical training though some work in plant analysis and in the study of plant structures is highly desirable. The object of the course is to present to the student the factors which influence the functions, form, and distribution of the common plants of his neighborhood. At first the different forms of leaves, stems, and roots are studied. Then the plant is taken as a whole, and the advantages given it in the struggle for existence because of a particular leaf, root, or stem structure, are considered. Under the subject of plant stems, the identification of the common trees is required. The work may be carried on entirely out of doors, and no microscope is required. Mj

DR. HOWE

6. **Laboratory Ecology.**—This course is a continuation of Course 5, being a microscopic examination of the structures studied in that course. It involves the careful study of the absorptive, conductive, synthetic, protective, and storage tissues of plants in relation to their functions. Special attention is given the variations of structures in so far as they depend upon changes in environment. Students who elect this course should have a knowledge of elementary botany, and should have access to a compound microscope. A knowledge of German is highly desirable. Fee for material and loan of slides, \$2.50. Mj

DR. HOWE

7. **Field Ecology.**—This course is designed primarily for those students who have taken elementary Ecology, and who desire to pursue further investigations along this line. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj

DR. COWLES

8. **Elementary Forestry.**—The principal subjects covered by this course are: (1) the identification of trees by the use of keys and other helps; (2) the life-relations of trees, that is, trees as influenced by light, soil, temperature, wind, animals, and by the struggle for existence; (3) the composition and distribution of the forests of the United States, involving the making of distributional maps; (4) some economic aspects of forestry, namely the proper care and management of the forest studied, including plans for improvement, cuttings for reproduction, and for protection from fire. The field for study will be some limited area of forest to which the student has access. The course is designed as an introduction to work in forestry schools, although it will be equally valuable to those who desire to become acquainted with the life-history of a forest and with the more important forest problems. Mj

DR. HOWE

9. **Elementary Plant Anatomy.**—A study of the tissues and tissue systems of vascular plants from the standpoint of phylogeny. This work is very different from the old anat-

omy in which facts were presented without any attempt to relate them to each other. The course deals with the morphology and evolution of the vascular system, and is based upon a comparative study of representative juvenile and adult forms of Pteridophytes, Gymnosperms and Angiosperms. A microscope magnifying about four hundred diameters is necessary. An extensive knowledge of micro-technique is not essential. Directions for preparation of material and making of the necessary mounts will be given in the exercises. Fee for material and loan of slides, \$2.50. Mj

DR. LAND

10. **Methods in Plant Histology.**—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 400 diameters, a microtome, and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj

DR. LAND

XXVIII. PATHOLOGY AND BACTERIOLOGY

ACADEMY

1. **General Bacteriology and the Relation of Bacteria to Yeasts and Molds to the Household, Dairy Industries, and Agriculture.**—This is primarily a culture course designed for those who do not wish to go to the expense of setting up a laboratory and will consist of: (1) simple experiments at home; (2) examination and description of sealed cultures; (3) writing of themes on assigned subjects; (4) selected readings. This course commands only admission credit. Mj

MR. HEINEMANN

COLLEGE

2. **Bacteriological Methods.**—The following subjects will be covered: (1) principles of sterilization; (2) manipulation of the microscope; (3) role of bacteria in nature; (4) methods of growing bacteria; (5) methods of staining bacteria; (6) description of bacteria; (7) bacteriology of water and milk. The work will appeal especially to students preparing for the medical profession and to practitioners who wish to renew their knowledge of the subject. The applicant must have access to a compound microscope with a low power and high power objective. If all the apparatus is purchased it will cost approximately ten dollars exclusive of the microscope, but many of the parts can be extemporized. A complete set of the apparatus needed, packed ready for shipment, will be supplied for \$10. Course 1 is not prerequisite. Mj

MR. HEINEMANN

3. **Advanced Bacteriology.**—Designed for those interested in some special branch of bacteriology, e. g., medical, sanitary, agricultural, etc. Students must consult the instructor before registering for the course. Mj

Prerequisite: Course 1 or 2.

MR. HEINEMANN

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

(see VIII. SEMITIC LANGUAGES AND LITERATURES)

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

see IX. BIBLICAL AND PATRISTIC GREEK

XLIV. SYSTEMATIC THEOLOGY

1. Outline Course in Systematic Theology.—The course is intended to give a general acquaintance with the field of systematic theology, with especial reference to the problems which are today attracting chief attention. The first half of the course is devoted to a general introduction to the subject; the second half to the content of systematic theology. The contents of textbooks prescribed are to be carefully analyzed and criticised on the basis of questions and topics furnished by the instructor. Mj

ASSISTANT PROFESSOR G. B. SMITH

2. Christian Ethics.—This course attempts to set forth the moral aspects of the Christian religious experience. The psychological constitution of the moral disposition of the Christian is investigated. The Christian moral ideal is differentiated from the naturalistic theories of ethics set forth by the Greek philosophers and by modern utilitarian and evolutionist schools, and from the theory of supernatural legalism as exhibited in Judaism. The moral motive power of the Christian, and the fundamental canons of moral judgment are discussed, with suggestions as to the method of determining duty in the various fields of human activity. The course thus serves as an introduction to the study of social ethics from the Christian standpoint. The work will be done on the basis of a syllabus with collateral reading. Mj

ASSISTANT PROFESSOR G. B. SMITH

3. Apologetics.—A critical study of Kaftan's "The Truth of the Christian Religion." (Informal.) Mj

Prerequisite: Courses 7, 8, and 9 in the Department of Philosophy or an equivalent.

ASSISTANT PROFESSOR G. B. SMITH

4. The Theological Significance of Leading Movements of Thought in the Nineteenth Century.—The philosophy of Kant and of Hegel, the theological principles of Schleiermacher and of Ritschl, Comte and the positive philosophy, the development of biblical criticism, and the rise of the philosophy of evolution are the chief topics for study. The problems raised for theology by these movements will be carefully considered. Those taking the course should have access to an adequate library, or should be willing to incur considerable expense for books. (Informal.) DMj

Prerequisite: Course 3 or an equivalent.

ASSISTANT PROFESSOR G. B. SMITH

XLV. CHURCH HISTORY

1. Outlines of Church History.—A complete survey of the whole field of church history from the founding of the church in Jerusalem to the present time, with special emphasis upon the Ancient (100-800 A. D.) and Reformation (1517-1648 A. D.) periods. Some of the most important subjects that will come under investigation are: the conflict of the church with heathenism in the Roman empire; the rise and growth of the papacy; heresies, controversies, and parties within the church; the missionary expansion of the western church; the struggle between the papacy and the empire for supremacy; the rise and progress of the Reformation in Germany, France, Switzerland, England, and Scotland; and the recent development of the protestant churches in Europe and America. Mj

DR. GATES

2. Church History Prior to Constantine (30-311 A. D.)—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the

church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj

PROFESSOR HULBERT

3. From Primitive to Catholic Christianity.—A study of the transformation that took place in the faith, life, organization, and ordinances of the Christian church, coincident with and partly as a consequence of its transfer from Jewish to Greek and Roman soil during the second and third centuries. The course will take up in order, and seek to follow and explain, the development of: (1) the primitive confession of faith in Christ, into the rule of faith and the creeds of the later centuries; (2) the primitive life of brotherly love and purity, into a legalistic morality and ceremonial purity; (3) the primitive community of believers, into a hierarchy of clergy and laity; (4) the primitive ordinances of baptism and the Lord's supper, into a liturgy of magical forms and awe-inspiring mysteries. It deals with the formation of the catholic church, and traces the rise of all those customs and features which finally distinguished the Roman catholic church from the church of apostolic times. Mj

DR. GATES

4. The Protestant Reformation.—Extent and state of Christendom at the opening of the sixteenth century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process. Mj

ASSOCIATE PROFESSOR MONCREIF

XLVI. HOMILETICS

1. The Art of Preaching.—This course corresponds to residence Course, and embraces a study of the character and purpose of the sermon, the methods of preparation, the manner of delivery. The laws of effective popular discourse are studied inductively in connection with the preparation of sermons by the student. Mj

PROFESSOR SOARES

LIBRARY SCIENCE

1. Technical Methods of Library Science.—This is an elementary course designed especially for those who are already in library positions, and are unable to leave for resident study. It deals chiefly with cataloguing and classification, with a few general lessons on accessioning, shelf-listing, bookbinding, gift work, periodicals, and loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at some library school. While credit is not given for correspondence courses in any school, familiarity with library methods will make residence work easier for the student. As preparation two years of college training or its equivalent is required. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj

MISS ROBERTSON

NATURAL SCIENCE

SCHOOL OF EDUCATION

1. Elementary School Work.—The course is intended, primarily, for those who wish to acquaint themselves with the materials and principles of elementary science through a study of their local environment. It embraces the following general topics:—(1) a description of the topography of a selected area; (2) the nature of the soil, subsoil and rock

of the area, (a) interpretation of variation in the nature of these materials and the elementary principles of soil and rock formation; (3) the forces which have moulded the area as evidenced by topography, soil and rock, (a) a study of the forces which determine topography; (4) physiographic types which have originated from the combination of topography, earth structure, and climate of the region, valleys, shores, marshes, flats; (5) physiographic environment and life, (a) identification of the dominant living forms, plants and animals, associated with each physiographic type, (b) influence of environment on life habit and distribution, (c) the factors controlling life—temperature, moisture, soil, air, light, food, protection, (e) adaptation; (6) economic aspect of the area—relation to man. Topographic maps, areal sheets, soil sheets of the U. S. Geological Survey will be used when available for the area. Unidentified materials should be collected, prepared, and forwarded for identification. The course covers the ground of Course 82 offered in residence. (Note: Students are advised to register for work during the periods when life is active and available for study.)

Mj

2. The Teaching of Natural Science.—The courses in the teaching of natural science offered in the College of Education are intended distinctly for those who desire professional training as teachers. They all assume at least that degree of academic knowledge of subject-matter on the part of the student which shall enable him to grasp with some clearness the interrelations of the great subdivisions of science. They also presuppose that maturity of mind and experience on the part of the student which will enable him to take up with intelligence the study of the relation of the various subdivisions of subject-matter to the needs of pupils ranging from the kindergarten to the college. This course deals with those larger aspects of nature with which children at first become acquainted. The work will be directed toward a study of the region, considered as a whole, which lies within convenient reach of the student. It will involve also a study of the causes which have led to subdivisions of this entire area into smaller units each of which may have something of a distinctive character of its own. Collections of specimens of soil, rock, plants, and animals are to be made in sufficient quantity to enable the pupils to make an intelligent comparison between the areas, one with another. Photographs or sketches, and maps as well as records of work done by pupils under the supervision of the one taking the course, will be required of students as a part of the reports submitted.

Mj

PROFESSOR JACKMAN

DRAWING

The courses MACHINE DRAWING and ARCHITECTURAL DRAWING, afford opportunity to begin the study of drawing, and to continue it to a point where a knowledge of higher mathematics—e. g., calculus, mechanics, etc.—conditions further progress. They cover the ground usually included in the first two years of study in the best technological schools. While open to anyone, they will appeal especially to those who wish a thorough training in the fundamentals of the science, whether for immediate practical purposes in the office, shop, or classroom, or as a preparation for advanced technical study. One can begin any Major of either of these courses for which he is prepared, though in most cases it will be found advisable, if not necessary, to begin with the first Major—FREEHAND DRAWING. Admission to any Major except FREEHAND DRAWING will be conditioned on the approval of the instructor in charge, who will base his decision upon a statement and exhibit of previous work. Course A and B each represent four years' work in the Uni-

versity High School. Courses C and D are intended for those who are qualified for advanced study. The University reserves the right to retain one drawing from the student's set in each Major.

The courses offered are:

- A. Machine Drawing.
- B. Architectural Drawing.
- C. Descriptive Geometry.
- D. Perspective Drawing.

The materials required in any Major will be sent, express collect, upon receipt of the amount given, which is the lowest that can be quoted for a good quality. The weight of the case and the price of the textbook will enable the student to determine the exact cost of each Major.

MATERIAL REQUIRED IN COURSES A 1, B 1.—Six sheets of Whatman's cold pressed paper, 22×30 inches; 8 sheets of Chalk talk Paper, 14×20 inches; 3 Koh-i-noor pencils, 3H; 1 pencil eraser, No. 211; 1 dozen thumb tacks, steel-stamped, $\frac{1}{8}$ inch diameter; 1 box of French Charcoal; 1 bottle of fixatif, two-ounce; 1 tin atomizer; 1 box "Star" chalks, six assorted colors; 1 drawing-board, 18×24 inches.

MATERIAL REQUIRED IN COURSES A 2, 3, 4, 5, 6; B 2, 3, 4, 5, 6; C 1, 2, 3, 4, D 1, 2, 3, 4, 5, 6.—One drawing-board, 18×24 inches; 1 set drawing instruments in folding pocket-book style case, No. 4021; 1 T-square, mahogany, ebony-lined, fixed head, 24 inches; 1 amber triangle, 45°, 8 inches; 1 amber triangle, 30°×60°, 10 inches; 1 triangular boxwood rule, architect's, 12 inches; 1 flat boxwood scale, 6 inches, divided $\frac{1}{16}$ and $\frac{1}{32}$; 1 French amber curve, No. 1; 1 dozen sheets of Whatman's hot pressed paper, 22×30 inches; 6 Koh-i-noor pencils, assorted, 3H and 6H; 1 bottle each of Higgin's carmine, black, and blue ink; 1 dozen thumb tacks, steel-stamped, $\frac{1}{8}$ inch diameter; 1 Faber's pencil-eraser, No. 211; 1 Faber's ink-eraser, No. 2604; 1 Hardtmuth's soft pliable rubber, No. 12; 1 file, 4 inches; 1 pen-holder; 3 ball-pointed pens.

ACADEMY

A. Machine Drawing.

I. FREEHAND DRAWING.—This course gives that thorough training of the eye and hand which is requisite in sketching constructive data and in obtaining measurements. (a) Freehand projection, 4 drawings; (b) model drawing, type-forms, 5 drawings; (c) model drawing, groups, 6 drawings; (d) model drawing, light and shade, 6 drawings; (e) model drawing, color, 5 drawings; (f) model drawing, pen and ink, 4 drawings, (g) home sketch work, 2 drawings in each of the above subjects; in all, 42 drawings. No textbook required. Cost of materials ready for shipment, \$3; weight of package, 15 pounds.

Mj

MR. FERSON

2. MECHANICAL DRAWING.—(a) Preparatory work: this will include the use of instruments, laying out, penciling, inking-in, lettering; with practice work to learn accuracy of measurement and of line; 3 drawings. (b) Graphic geometry: this is intended to give the student a mastery of the various geometrical constructions which form the basis of all work in projection, descriptive geometry, and constructive drawing, whether mechanical or architectural, and at the same time to give facility in the use of the instruments; 6 drawings. (c) Projection: this will include the projection of points, lines, planes, and solids; 6 drawings. In all, 15 drawings. Textbook: Linus Faunce's "Mechanical Drawing," \$1.35. Cost of materials ready for shipping, \$15; weight of package, 18 pounds.

Mj

Prerequisite: Course A 1 or its equivalent.

MR. FERSON

3. CONSTRUCTIVE DRAWING.—(a) Intersections, including conic sections, oblique sections, intersections, and developments; 6 drawings. (b) Shadows: the first angle projection

of shadows; 3 drawings. (c) Isometric projections with projections of shadow; 3 drawings. (d) Oblique or cabinet projection; 3 drawings. In all, 15 drawings. Textbook and equipment for this course: same as for A 2. Mj

Prerequisite: Course A 2.

MR. FERSON

4. MACHINE DETAILS.—This course is intended to familiarize the student with the various parts of machines that have come to be recognized as standards, and which are used in the construction of new machines. Standard sections for materials, fastenings, couplings, bearings, engine details, etc.; 10 drawings. Textbook: Low and Bevis's "Manual of Machine Drawing and Design," postpaid, \$2.50. The equipment for A 2 will suffice for this course also.

Prerequisite: Courses A 2 and 3.

Mj

MR. FERSON

5. GEAR CONSTRUCTION.—Spur-gears, bevel, spiral, worm, elliptic, involute and cycloid teeth, hubs, arms, rims, etc.; 10 drawings. Textbook: George B. Grant's "Teeth of Gears," postpaid, \$1.10; equipment: same as for A 2.

Mj

Prerequisite: Courses A 2, 3, and 4.

MR. FERSON

6. SHOP DRAWING.—(a) Machines from Freehand sketches and measurement, details and an assembled drawing of some piece of machinery; (b) tracing and blue printing. Five drawings with their tracings and blue prints will be accepted for this course; in all, 15 sheets. No textbook required; equipment: same as for A 2.

Mj

Prerequisite: Courses A 2, 3, 4, and 5.

MR. FERSON

B. Architectural Drawing.—The architectural course gives the student a good working knowledge of the essentials in architecture: history, the orders, the principles of the designing of houses, office work in rendering, perspective, and detailing, together with tracing and blue printing.

1. FREEHAND DRAWING.—Same as A 1.

MR. FERSON

2. Mechanical Drawing.—Same as A 2

Mj

MR. FERSON

3. CONSTRUCTIVE DRAWING.—Same as A 3.

Mj

MR. FERSON

4. ARCHITECTURAL DETAILS.—(a) "The Orders," 10 drawings; (b) details of architectural construction from measurements, 3 drawings; in all, 13 drawings. Textbooks: Hamlin's "Architectural History," postpaid, \$1.75; and American Vignola, "The Orders." Equipment for this course same as for A 2. (In preparation.)

Mj

Prerequisite: Courses B 1, 2, and 3.

MR. FERSON

5. ARCHITECTURAL DESIGN.—(a) Domestic plans, from copy, 4 drawings; (b) design of some small building, 4 drawings; (c) tracings and blue prints, 4 tracings with their prints, 8 sheets; in all 16 drawings. Textbooks: same as for B 4; equipment: same as for A 2. (In preparation.)

Mj

Prerequisite: Courses B 1, 2, 3, and 4.

MR. FERSON

6. PICTORIAL ARCHITECTURE.—(a) Architectural perspective, 3 drawings; (b) architectural rendering in pen and ink, 4 drawings; (c) rendering in color and wash, 4 drawings; in all, 11 drawings. Textbooks: same as for B 4; equipment: same as for A 2. (In preparation.)

Mj

Prerequisite: Courses B 1, 2, 3, 4, and 5.

MR. FERSON

C. Descriptive Geometry.—This course is for those who wish to go into the higher mathematics, but have had no training in the graphic side of the subject. It will consist of:

1. MECHANICAL DRAWING.—Same as A 2. Mj

MR. FERSON

2. Constructive Drawing.—Same as A 3. Mj

MR. FERSON

3. DESCRIPTIVE GEOMETRY.—Problems in points, lines, planes, and straight-surfaced solids; 15 drawings. Textbooks: Faunce's "Descriptive Geometry" and Church's "Descriptive Geometry;" equipment: same as for A 2. Mj

MR. FERSON

4. DESCRIPTIVE GEOMETRY (continued).—Curved and warped surfaces, shades and shadows, developments; 15 drawings. Textbooks: same as for C 3; equipment: same as for A 2.

Mj

MR. FERSON

D. Perspective.—(In preparation.)

1. PARALLEL.

2. ANGULAR.

3. OBLIQUE.

4. SHADOWS.

5. REFLECTIONS.

6. AERIAL.

MR. FERSON

WOOD-WORK

Courses 1, 2, and 3 cover the wood-work done in first-class technical schools in joinery, turning, and pattern-making and, with the addition of Course 4, represent the first two years of shop work done in the University High School. The work is adapted to the needs of students who wish to obtain advanced credit in technical schools, and to those who wish to prepare themselves to teach wood-work. The courses will also be useful to men working in shops who wish to fit themselves for more advanced positions. Course 4 will be of special value to those who wish to make articles of furniture for the home. Credit is given only for work inspected and accepted by the instructor. Hence, those desiring credit must send in their work by prepaid express. Articles sent for inspection will be returned at sender's expense if desired though the University reserves the right to retain one article from the student set in each Major. The courses offered are:

1. Joinery.

2. Wood Turning.

3. Pattern Making.

4. Cabinet Making.

Each of these courses is offered as a Major, and the necessary tools for each will be sent, express collect, on receipt of price given. The price is as low as is consistent with good quality. Poor tools are not worth purchasing. In all cases the pupil will probably be able to procure the necessary material for his work in his own locality, but where this is not the case the instructor is prepared to assist him in securing them.

ACADEMY

1. JOINERY.—Care and use of tools, planing, lining with gauge and knife, sawing to a line, chiseling, bench-hook, halved joint, open mortise and tenon, through mortise and tenon, keyed mortise and tenon, dovetail, box dovetail, keyed splice, doweled joint, bread-slicer, and a carpenter's tool-chest. The bench recommended for this course is a regular cabinet-maker's bench. The top is made of $2\frac{1}{4}$ inch strips, glued together to prevent warping. The working top of the bench measures 78×24 inches, and is furnished with one regular and one tail vise. Its weight is 200 pounds. The price is \$8.50. It must be sent by freight. While it is not absolutely essential that this bench be purchased, it is extremely desirable, because it is much easier to do good work on a strong, true, bench than on a weak, shaky affair. This bench, or one as good, is also required for Courses 3 and 4. If the pupil can purchase a suitable bench in his

immediate vicinity, he can save freight by so doing. The tools for this course have been carefully selected, and their cost is \$10 per set. Their weight boxed is about 50 pounds. No textbook is required in this course. The work is sent in the form of drawings and lesson sheets. Mj

Prerequisite: Course A 2 in Drawing.

MR. AVERY

2. WOOD-TURNING.—Turning on centers, production of the various kinds of surfaces, chuck, faceplate and screw-center work, turning of slender pieces, polishing and finishing in the lathe. As it is thought that many who will wish to take this course will have or will be able to rent lathe and turning tools prices are not given, but will be furnished on application. No textbook is required. Mj

Prerequisite: Course 1 in Wood-work and Course A 2 in Drawing.

MR. AVERY

3. PATTERN-MAKING.—The work begins with the study of a few of the simplest forms of patterns, and advances gradually to the more complex forms. Methods of parting and drawing patterns are discussed, also various ways of making core boxes and setting core prints. Patterns of wood, brass, iron, and plaster are considered. The exam-

ples taken up are so chosen as to cover a wide range of work and to bring out many of the difficult points encountered by the pattern-maker. The tools used in Courses 1 and 2, with the addition of a few inexpensive hand-screws, will serve for this course. These hand-screws can be obtained at almost any general hardware store for about \$3. No textbook is required. Mj

Prerequisite: Courses 1 and 2 in Wood-work, and Course A 2 in Drawing.

MR. AVERY

4. CABINET-MAKING.—The pupil makes one or more articles of furniture of the arts-and-crafts or mission style, and various kinds of material and finish are considered. The bench and tools required are the same as those for Course 1, with some others in addition, their number and kind depending on the articles made. It is thought that many will take this course merely for the sake of the articles made, but if credit is desired, the work must be sent to the instructor for inspection. Mj

Prerequisite: Course 1 in Woodwork, and also Course 2 if the student desires to introduce turned work into the articles made.

MR. AVERY

THE ENGLISH THEOLOGICAL SEMINARY

I. GENERAL INFORMATION

1. **The English Theological Seminary** of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education but its courses are open to all who are prepared to pursue them successfully. Hitherto the plan of work in this Seminary has been much like that of other similar institutions. In the hope, however, of reaching a much larger number of students, the plan has been modified, so that, while twenty-four Major courses are still required for the certificate, a student who attends the University during four summer quarters (completing while in residence three Majors each quarter), and who supplements his work by correspondence-study during the remainder of the time (completing three Majors each nine months), may obtain the certificate granted by the Seminary.

2. **Admission.**—The English Theological Seminary is open to students of all denominations of Christians. In order to enter it, the applicant must present a ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested, with information concerning his church relations, etc.

3. **Regulations.**—The correspondence courses of the English Theological Seminary are subject to the same general regulations (except the amount of the fee required) as govern the regular courses of the Correspondence-Study Department.

4. **Expenses.**—Students registering for English Theological Seminary courses must pay the University matriculation fee (\$5), and \$3 for each course chosen. The reinstatement fee for each of these courses is \$2. English Theological Seminary students who wish to take any of the courses outside of those offered in the English Theological Seminary will be required to pay the regular University tuition fee.

II. COURSES OF INSTRUCTION

NOTE.—No credit toward any degree is allowed on these courses. They count only toward the English Theological Seminary certificate.

1B. English Composition and Rhetoric

Mj

DR. MARSH

2B. **Homiletics.**—The theory of the sermon; the text; the introduction; the proposition; the divisions; the development; the conclusion; the kinds of sermons; illustration; argument; style; the various methods of delivery; the conduct of public worship. Mj

PROFESSOR JOHNSON

3B. **Elementary Sociology.**—Consideration of important social problems in relation to the organization and movements of this age. Mj

PROFESSOR HENDERSON

4B. **Church History Prior to Constantine (30-300 A. D.).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and corruption of the Augustan age; the establishment of Christianity in the Roman empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj

PROFESSOR HULBERT

5B. **Church History: The Protestant Reformation.**—Extent and state of Christendom at the opening of the sixteenth century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general process. Mj

ASSOCIATE PROFESSOR MONCRIEF

6B. **Outline of Systematic Theology.**—The course is intended to give a general acquaintance with the field of systematic theology, with especial reference to the problems which are attracting chief attention. Mj

ASSISTANT PROFESSOR G. B. SMITH

7B. **New Testament Times in Palestine.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, the Jewish social and religious life. The aim of the course is to furnish an historical background for the life of Christ. Mj

PROFESSOR MATHEWS

*2c
See
100*
The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

ANNOUNCEMENTS

VOL. VII

JUNE, 1907

NO. 5

CORRESPONDENCE-STUDY DEPARTMENT

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THE UNIVERSITY OF CHICAGO
CHICAGO, ILL.

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III. GENERAL INFORMATION

The General Plan for Extra-Mural Teaching.—All non-resident work of the University of Chicago is conducted through the University Extension Division. The University extends its teaching beyond its classrooms in two ways: (1) By lecture-study courses; (2) by correspondence-study courses. The scope of the Correspondence-study Department is explained in the following paragraphs.

1. **Teaching by Correspondence.**—Experience has shown that many subjects can be taught successfully by correspondence. DIRECTION and CORRECTION can oftentimes be given as effectively in writing as by word of mouth. Obviously, self-reliance, initiative, perseverance, accuracy, and kindred qualities are peculiarly encouraged and developed by this method of instruction.
2. **Purpose and Constituency.**—This Department of the University Extension Division does not provide a CURRICULUM leading to a degree, but furnishes a LIST OF COURSES from which the student may choose such as will afford helpful and stimulating study. It aims to offer anyone anywhere the opportunity of securing instruction from specialists.

The work appeals, therefore, to the following classes: (1) Students preparing for college; (2) college students who are unable to pursue continuous resident study; (3) grammar and high-school teachers who cannot avail themselves of resident instruction; (4) teachers and others who have had a partial college course and wish to work along some special line; (5) instructors in higher institutions who desire assistance in the advanced study of some subject; (6) professional and business men who wish technical advice; (7) ministers and Bible students who would fit themselves better to use the sacred Scriptures; (8) all who desire a broader knowledge or a more thorough scholarship.

3. **Method of Instruction.**—Each correspondence course is designed to be equivalent to the corresponding residence course, and contains therefore a definite amount of work. A MAJOR (M_j) calls for an amount of work which a student in residence would be expected to accomplish in twelve weeks, reciting five hours per week. A MINOR (M) calls for one-half as much work as a major. The resident student who does full work completes three majors every three months, but the correspondence student has a minimum of twelve and a maximum of fifteen months (or, if extension of time is granted, of twenty-seven months) for completing whatever number of major or minor courses he applies for (cf. § 6, d and f). On the other hand it is permissible to finish courses as rapidly as is consistent with good work. Courses are of two kinds, formal and informal.

- a) The **FORMAL** course furnishes a systematic and progressive presentation of the subject in a given number of lessons (cf. § 6, n). Each lesson contains: (1) full directions for study, including references to the textbooks by chapter and page; (2) necessary suggestions and assistance; (3) questions to test the student's methods of work as well as his understanding of the ground covered. After preparing for recitation the student writes his answers to the questions and mails them to the instructor, together with any difficulties which may have arisen during his study. This recitation paper is promptly corrected and returned. In like manner every lesson is carefully criticized by the instructor and returned, so that each student receives PERSONAL GUIDANCE AND INSTRUCTION throughout the course.
- b) The **INFORMAL** course is designed for students who are pursuing studies of an advanced nature. The course

is usually arranged between instructor and student to meet the particular needs of the latter. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required to present satisfactory evidence that the work is being properly done. This evidence may consist of a number of short papers on special themes, a thesis covering the whole work, or it may partake rather of the nature of ordinary correspondence.

Courses are **FORMAL** when not otherwise indicated.

4. **Admission.***

- a) No preliminary examination or proof of previous work is required of applicants for correspondence courses. Before matriculating or registering a student however, the University does require certain information called for on the formal application blank, and reserves the right to reject applicants, or to recommend other courses than those chosen, if the data furnished on the blank justify such action. If the applicant is rejected, or the substitution recommended is not accepted by the student, all fees are refunded. The application blank will be supplied upon request. IT SHOULD, IN EVERY CASE, ACCOMPANY THE FEE FOR A NEW COURSE.
- b) A correspondence student whose standing in one of the Colleges or Schools of the University has not been definitely determined is ranked as an **UNCLASSIFIED STUDENT**.

5. **Recognition for Work.**

- a) A certificate is granted for the satisfactory completion of the recitation work in any major or minor course. An average grade of C (60) entitles one to a certificate.
- b) Admission credit is given for courses covering college entrance requirements, which are satisfactorily completed and passed by examination.
- c) Credit toward a Bachelor's degree (cf. § 6, b) (1) is given for courses of a college grade satisfactorily completed and passed by examination.
- d) If the student has a record of residence work in the University, credits gained through correspondence courses are immediately transferred to that record; if not, they are held in the Correspondence-Study Department until the student secures such a record.
- e) See also Regulations a) and b).

6. **Regulations.**

- a) The University of Chicago grants no degree for work done wholly in absence. A **MINIMUM** of nine majors (one year's work) of residence study at THE UNIVERSITY OF CHICAGO is required of everyone upon whom any degree is conferred.
- b) Correspondence courses are accepted as meeting the study requirement for the different degree as follows:
 - (1) The candidate for a **BACHELOR'S** degree (A.B., Ph.B., or S.B.) may do eighteen of the required thirty-six majors of college work, by correspondence.
 - (2) The candidate for the **MASTER'S** degree (A.M., Ph.M., or S.M.) may not offer correspondence work for any of that required for this degree, inasmuch as the maximum resident time and study

* If the student later on comes to the University, he must satisfy admission requirements (see *Circular of Information of the Colleges*, pp. 8 ff.).

requirement for this degree (nine months and nine majors) is at the same time the minimum requirement for any degree.

(3) The candidate for the Doctor's degree (Ph.D.) should consult the head of the Department in which his work lies before choosing correspondence courses **FOR CREDIT**. While it is permissible to do one-third of the work required for the degree by correspondence, very few nonresident students command the necessary library or laboratory facilities for graduate study.

NOTE.—The University of Chicago's Bachelor degree, or its full equivalent, is prerequisite for admission to candidacy for a Master's or Doctor's degree. If a student presents an inferior degree he can make it equal to the University degree by means of correspondence courses, and thus be free to devote his entire time in residence to graduate work (cf. § 6, a)).

c) A student may begin a correspondence course at any time in the year.

d) A student will be expected to complete any course or courses **WITHIN ONE YEAR FROM THE END** (i. e., March 23, June 23, September 23, December 23) of the quarter in which he registers.

e) A student who, for any reason, does not report either by lesson or by letter within a period of ninety days, may thereby forfeit his right to further instruction in the course.

f) Extension of time will be granted: (1) **FOR A PERIOD EQUAL TO THE LENGTH OF TIME WHICH A CORRESPONDENCE STUDENT SPENDS IN RESIDENT STUDY AT THE UNIVERSITY OF CHICAGO**, providing due notice is given the Secretary and the instructor both at the beginning and the end of such resident study; (2) **FOR ONE FULL YEAR FROM THE DATE OF EXPIRATION OF THE COURSE**, if, on account of sickness or other serious disability, the student has been unable to complete the course within the prescribed time (cf. § 6, d)), providing (a) he secures the consent of the Secretary and his instructor, and (b) pays a fee equal to one-fourth of the original tuition fee for the course. Private arrangement for extension of time between the student and his instructor cannot be recognized by the Department.

g) In order to secure credit for a correspondence course, the student must pass an examination on it at such time as is most convenient to himself and his instructor, either at the University or, if elsewhere, under supervision which has been approved by the University.

h) During an instructor's vacation a substitute will be provided.

i) The fee for matriculation in the University (\$5) is required once, at the time of first registration, of each one who has not matriculated in the institution either as a residence or a correspondence student. The fee is general for the whole University.

j) No fee is refunded on account of a student's inability to enter upon or continue a course.

k) The matriculation fee will not be refunded to a student whose application has been accepted (cf. § 4, a)).

l) The student must forward with each lesson, postage (or, preferably, a stamped, self-directed envelope) for return of same.

m) A student will be required to pay for but one major of a double major (DM) course (e. g., Course 1 in Latin, Plane Geometry, etc.) at a time, unless he applies for both majors.

n) Ordinarily, a major consists of forty, and a minor of twenty lessons; but there may be variations from

this number in order to accommodate the work to the requirements of a particular course. Each course represents a **DEFINITE AMOUNT OF WORK** (cf. § 3); the number of lessons into which it is divided being incidental.

o) A course announced as a major may not be taken a minor at a time.

p) Each correspondence course is equivalent to the corresponding residence course, and commands credit unless definite statement is made to the contrary (cf. § 5).

q) All informal courses are majors except when otherwise indicated.

7. Expenses.

a) All fees are payable in advance.

b) The matriculation fee is \$5 (cf. § 6, i); the tuition fee for each minor course is \$8; for one major course, \$16. If a student registers **AT THE SAME TIME** for two major courses the tuition fee is \$30; for three major courses, \$40. The tuition fee for each of the courses in Railroading is \$25, regardless of combination. No reduction is made for minor courses taken simultaneously. The tuition fee includes payment for the instruction sheets received. Textbooks which cannot be borrowed (cf. § 10) must be purchased by the student.

c) The student is required to inclose postage for the return of the lesson-papers (cf. § 6, l)).

d) Money should be sent in the form of postal or express order or New York or Chicago draft, made payable to the **UNIVERSITY OF CHICAGO**. The Chicago clearing-house charges exchange on all other forms of remittance—15 cents on sums up to \$50.

8. Method of Registration (recapitulated).

a) File with the Secretary of the Correspondence-Study Department a formal application for **EACH** course desired. The required application blank will be furnished upon request (cf. § 4, a)).

b) **FORWARD WITH THE FORMAL APPLICATION THE NECESSARY FEES:** (1) \$5 for matriculation, if not matriculated in the University (cf. § 6, i)); (2) \$8 for each minor course, or \$16, \$30, or \$40, according as one, two, or three major courses are applied for (3) an additional fee for certain courses in Physics, Chemistry, Zoölogy, Botany, and Bacteriology.

c) A student registering for English Theological Seminary courses will pay the matriculation fee, \$5, and \$3 for each course taken.

9. Awards.

a) **Scholarships.***

CLASS A.—Three scholarships, each yielding tuition in residence for one quarter (\$40), are awarded annually on April 1 to the three students who have begun, satisfactorily completed, and passed by examination the **GREATEST NUMBER** of major correspondence courses, but at least three, during the preceding twelve months. If two or more persons finish the same number of majors, the Scholarships are awarded in the order of the dates of the last examinations, beginning with the earliest.

CLASS B.—A scholarship yielding tuition in residence for one quarter (\$40) is awarded for **EVERY FOUR** different major correspondence courses, dated as beginning April 1, 1904, or later, which a student satisfactorily completes and passes by examination. The names of those who win Scholarships will be announced.

*Scholarships are good for any quarter. Two minors are equivalent to one major. English Theological Seminary courses are excluded from scholarship competition.

b) The *University Record* is sent for one year to every correspondence student who registers for one or more major courses. If the same student registers again after an interval of twelve months, he is entitled to the *University Record* for another year.

10. **Books, etc.**—Textbooks, maps, etc., which are recommended for use in the various courses may be obtained through the University of Chicago Press, Chicago.

IV. COURSES OF INSTRUCTION

I. PHILOSOPHY

1. **Elementary Psychology.**—This course takes up the general study of mental processes. It aims to train the student to observe the processes of his own experience and those of others, and to appreciate critically whatever he may read along psychological lines. It is introductory to all work in philosophy and pedagogy, and is an important part of equipment for historical and literary interpretation.

Mj

DR. WATSON

2. **Advanced Psychology.**—This course presupposes such a familiarity with the subject-matter of psychology as may be gained from Course 1 or from intimate acquaintance with Angell's "Psychology," James's "Briefer Course in Psychology," Royce's "Outlines of Psychology," Titchener's "An Outline, and Primer of Psychology," or Wundt's "Outlines of Psychology." It may then properly be described as a continuation of the study or an ADVANCE upon an elementary presentation of the science with a view to further grounding in methods, and a reconsideration of some of its salient problems in the light of recent specialized studies.

Mj

DR. MACMILLAN

*3. **Psychology of Religion.**—Three main topics will be treated: (1) The beginnings of religion in the race. Special subjects, primitive custom, ritual, taboo, sacrifice, prayer, animism, magic, myth; (2) the beginnings of religion in the individual, involving a study of adolescence, the types of religious experience, such as conversion and gradual growth; revivalism in the light of the psychology of suggestion compared with the educational process; (3) analysis of mature religious consciousness with reference to the nature and place of religious emotion and the character and function of religious ideas or concepts.

Mj

DR. AMES

4. **Ethics.**—An introductory course intended (1) to familiarize the student with the main aspects of ethical theory, and through this (2) to reach a method of estimating and controlling conduct. The main divisions of the course are: (a) the general nature of moral conduct; (b) the psychology of obligation, conscience, responsibility, and freedom; (c) an historical and critical study of the various standards of estimating conduct with special attention to Mill, Spencer, and Kant.

Mj

ASSOCIATE PROFESSOR MOORE AND DR. ASHLEY

5. **Logic.**—This course will cover practically the same ground as Course 3 in residence. The aim will be (1) to familiarize the student with logical processes; (2) to afford training in careful and critical habits of thought; (3) to provide a substantial foundation for subsequent work in philosophy. The topics which will be considered are those usually included in a general survey of logic, such as the concept; the various forms of judgment; deductive reasoning, including syllogisms and fallacies; inductive reasoning, including methods of inductive inquiry; the hypothesis; inductive fallacies, etc. Stress will be laid on the functional

Estimates and prices will be furnished on application. IN EXCEPTIONAL CASES some of these books may be borrowed from the University Library. Applications for loans should be addressed to the Librarian of the University of Chicago.

11. **Lecture-Study.**—Attention is called to the special circular relative to lecture-study work, which may be obtained on application.

aspect of thought-processes, and attention will be called to certain underlying psychological principles. While "Elementary Psychology" is a helpful preliminary the course may be taken with profit by those who are prepared for thorough study. The work will consist in the study of one or two standard textbooks, which will be supplemented as occasion requires by exercises and discussions.

DR. ASHLEY

6. **Greek and Mediæval Philosophy.**—This course is designed (1) as a survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions, and (2) as an introduction to philosophy through a more careful study of some of the most important systems. Special attention will be given to the study of the more important dialogues of Plato and to Aristotle's "Ethics."

Mj

PROFESSOR TUFTS

7. **Modern Philosophy.**—Descarte to Hume, with special study given to Descartes' "Meditations," Locke's "Essay," Berkeley's "Principles of Human Knowledge," and a portion of Hume's "Treatise on Human Nature."

Mj

PROFESSOR TUFTS

8. **Introduction to Kant.**—Watson's "Selections" and Mahaffy and Bernard's editions of "The Critique of Pure Reason," and "Prolegomena," will be made the basis of the work. The course will be opened with a brief study of the thought of Leibnitz, for which Dewey's "Leibnitz" will be used. This will be followed by a brief outline of Kant's early development, and a detailed study of the more important portions of "The Critique" as found in Watson's "Selections."

Mj

Prerequisite: Course 7, or its equivalent.

PROFESSOR TUFTS

9. **Movements of Thought in the Nineteenth Century.**—The course is a continuation of the history of modern philosophy, but is less technical and covers a wider field than the philosophical literature. A study of Rousseau will lead up to a rapid survey of Kant and the immediately succeeding German philosophers through Hegel. From them a return will be made to French thought of the time of the Revolution, then passing back to Goethe and then to England, where the Lake Poets and Carlyle will be passed in review, with corresponding review of Emerson and the American Transcendentalists. Finally, the relation of the natural and exact sciences and modern art, as well as the modern psychology to the present trend of thought, will be discussed. This course will necessarily be superficial, touching only upon the important moments in the development of thought during this century.

Mj

Prerequisite: Two of the three Courses 6-8.

PROFESSOR TUFTS

10. **Educational Psychology.**—A study of the fundamental psychological processes in their bearings upon educational problems. The stages of mental development, the psychology of the social character of education, and analysis of the "Recapitulation" and "Culture Epoch" theories will receive special attention.

Mj

ASSOCIATE PROFESSOR MOORE AND DR. ASHLEY

*Registrations accepted after January 1, 1908.

11. The History of Education.—This course will make a study of the methods of those schools which have exerted a marked influence upon the development of the educational ideal. It will begin with the schools of ancient Greece and end with Froebel's kindergarten. The principles on which the movements exemplified in those schools were based will be carefully reviewed; but theories which as wholes have not been embodied in a practical organization, influential as they may have been in the evolution of educational ideas, are not part of the history of education, and will not be given special attention in this survey. Mj

DR. DOPP

12. A Comparative Study of the School Systems of Germany, England, and the United States.—The course will trace the historical development of the existing systems of elementary and secondary education, with especial emphasis upon the characteristic ideals that have differentiated them, and upon present tendencies. Mj

PROFESSOR BUTLER

13. Problems in Secondary Education.—The course will discuss education as training for social efficiency; the intellectual, social, physical, and moral elements in education; adolescence; the high-school curriculum; handicrafts in secondary education; electives; the extension of the high-school course by the addition of two years; the school and the community; "the many-sided interest;" on sending boys and girls to college. The student will be expected to make a study of schools in his neighborhood and to make reports upon these schools, in relation to the general topics studied. Mj

PROFESSOR BUTLER

14. Elementary School Methods.—History, nature-study, and mathematics will be considered in this course with reference (1) to the principles involved in selecting the subject-matter which is most valuable for primary, intermediate, and grammar grades; and (2) to methods of teaching which provide an opportunity for the full use of both body and mind. Typical modes of activity, such as dramatic play, modeling in sand and clay, drawing, painting, excursions, field trips, experimental work, illustrative and real constructive work, and language, will be considered as means of providing first-hand experience which the child needs in order to understand the subject-matter which is presented in the form of symbols. Mj

DR. DOPP

15. Social Occupations in Elementary Education.—This course is designed to meet the needs of those supervisors, principals, and teachers who are attempting to make room for practical activity as a regular feature of elementary education. It aims (1) to afford an insight into the principles of selection by means of which the educational value of the various occupations may be tested; (2) to present the most fundamental features in the development of social occupations among Aryan peoples; (3) to show the relation of the child's psychical attitudes to the serious activities of the race; (4) to indicate what modifications of the serious occupations of life that are introduced into the school are demanded by a recognition of differences due to (a) natural environment, (b) social needs, and (c) psychical attitudes; (5) to make a practical application of the results of this course to the work in primary, intermediate, and grammar-school grades; (6) to help the teacher gain information regarding the literature of the subject and the nature of the materials and apparatus required. Mj

DR. DOPP

***16. Primitive Arts as Educational Means.**—This course treats of such typical arts as the dance and pantomime, the festival, music, poetry, the graphic and the plastic arts

with reference to (1) their genesis, growth, and differentiation; (2) their practical, intellectual, social, and aesthetic values; and (3) their significance in elementary education. Mj

DR. DOPP

17. General Course in Child-Study.—The object of this course is to acquaint students with the main typical problems of child-life attacked by investigators; with the methods of collecting, standardizing, and presenting data; and to furnish a review of the most important contributions in the light of recent ethnic, social, and psychological disciplines. Mj

DR. MACMILLAN

SCHOOL OF EDUCATION

18. Froebel's Educational Ideals.—This course aims to trace the evolution of educational ideas that were organized into a working system by Froebel, to examine the theoretic side of that system through a study of the "Education of Man," the "Pedagogics of the Kindergarten," and "Mother Play Book," and to study the relation of these theories to present educational thought. Mj

MISS PAYNE

19. The Training of Children (for Mothers).—The special aim of the course will be to bring to the mother or teacher such practical knowledge of the fundamental laws of the growth and development of children as will be applicable in the home, beginning in the nursery and following through the periods of childhood and adolescence. It will treat of the problems of habit, interest, play, etc., and will aim to show how Froebel, the originator of the kindergarten, would make the child the chief agent in his own development, and at the same time offer a basis for an intelligent and willing obedience to law. The standards of, and reasons for present educational methods will be discussed, that parents may judge discriminately of the school work which is being done by and for their children, and to determine whether it is really making for the best all-sided growth of the child. Mj

MRS. PUTNAM

II. POLITICAL ECONOMY

1. Principles of Political Economy.

A. This course is intended to give students a thorough acquaintance with the principles governing industrial organization and the conduct of modern business, and with the general economic laws which govern the production, distribution, and exchange of wealth. Mj

B. In this course a study is made of current economic problems in the light of general principles. Such topics as the following are taken up: (1) the development of domestic and foreign trade and industry; (2) international trade and commercial policies, including some discussion of the policies of free trade and protection; (3) trusts and monopolies; (4) the labor movement; (5) the rise of machine industries; (6) capitalization of industries; (7) the determination of profits; (8) wages; (9) rents; (10) the function of money and credit. Mj.

A and B are the equivalent of courses 1 and 2 in residence, which are required of all candidates for a degree in the College of Commerce and Administration as well as for advanced work in Economics. Standard textbooks are used as a basis of study.

DR. HOXIE AND MR. KENNEDY

2. Banking.

A. **THEORY AND HISTORY OF BANKING.**—After an introductory survey of the principles of banking, a study will be made of the banking systems of England, France, Germany, Scotland, Canada, and the United States. Among the points to be considered will be the following: note issue, deposits,

* Registrations accepted after February 1, 1908.

loans, and discounts, investments, relation of banks to one another, relation of the banks to the government, branch banking. A critical examination will be made of the national banking system of the United States. The banking systems of foreign countries will be studied with special reference to the suggestions that they may offer as to improvements in the banking system of the United States.

M

B. PRACTICAL BANKING.—The course will be devoted to a study of the methods and mechanism of modern banking. The following topics will be considered: the manner of organizing a bank; relation of the bank to its stockholders; rights and liabilities of stockholders; duties of the directors, officers, and employees; relation of the bank to its customers; valuation of an account; principles upon which loans and discounts are made; the credit department of a bank; the character and use of different kinds of security; re-discounts; the note broker; relation of the banks to the stock market and to speculation; relation of banks to each other; the clearing-house; collection of out-of-town checks; other collections; the transmission of money; drafts; letters of credit; bank bookkeeping; examinations and reports. A is prerequisite for B.

MR. MORRIS

3. Principles of Commercial Law.—The purpose of the course is to give the student a knowledge of the fundamentals of commercial law. Among the subjects considered are the following: contracts, sales, negotiable instruments, agency, partnership, corporations. To illustrate the scope of the course, the following topics will receive attention in the study of corporations: formation of a corporation; capitalization; common and preferred stock; bonds; ownership and transfer of shares; liability of shareholders; management of corporations; corporate meetings; the powers and duties of officers; the legal powers of a corporation; dividends; dissolution and liquidation of corporations.

MR. MORRIS

4. Railroading.

A. RAILWAY CONDITIONS.—For those desiring a general survey of the whole field of railway practice, for young railroaders of restricted experience, whether in track, motive-power, transportation, traffic, or accounting departments, and for those desiring to enter the service this course is admirably adapted. The lesson papers treat in order: general organization; freight traffic and operation; passenger traffic and operation; auditing; signaling and train service; track; locomotive and car equipment; economic and legal relations. None of these subjects is treated exhaustively, but a solidly useful understanding of modern practice is assured to the diligent student. The course is intensely practical.

Mj

PROFESSOR DEWSNUP

B. FREIGHT OPERATION.—For transportation men, but, by reason of the intimate relation of traffic to operation, a very desirable course for workers in the freight traffic. Employees in the engineering department, interested in yards and terminals, will find much of the work interesting and profitable. The lesson papers treat upon the design and working of freight-houses and train tracks; methods of handling freight and rules of loading; billing work; freight and coal piers; design of yards; different methods of switching; yard record of cars; making-up of trains and tonnage rating; track details of yards; ash tracks; coaling and icing plants; fast freight and tracing; car distribution; per diem and demurrage; freight, locomotive, and car equipment.

PROFESSOR DEWSNUP

C. TRACK AND TRACK MAINTENANCE.—Track men will find this course of much use to them, requiring as it does careful study of the whole field of track work. The course

is also recommended to all transportation men who seek to increase their usefulness and capacity for responsibility. It requires no argument to establish the intimate relation of transportation to track conditions. The lesson papers treat of the roadbed; ballasting; ties; tie preservation; rail manufacture and wear; joints and fastenings; switches and frogs; fencing; track implements; tracklaying; drainage; surfacing; renewing ties; relaying rails; other maintenance work; track inspection; track on bridges; work trains; snow removal; wrecking work; records; yards and terminal arrangements; signal and interlocking devices; compensation of grades; curvature; transition curves; superelevation.

Mj

PROFESSOR DEWSNUP

D. RAILWAY AUDITING.—A comprehensive course in auditing and accounting principles and methods. Detailed study will be made of accounting work in the offices of auditor of freight traffic; auditor of passenger traffic; auditor of disbursements; freight-claim agent; car accountant; station-agent; division superintendent; master-mechanic; and store-keeper. The work of traveling auditors and accountants will be considered. The general and side ledgers together with the compilation of the annual reports to stockholders, and to states and the government, will fall within the scope of the work. The course is designed for those who desire to understand fully the inter-relationship of railroad accounts and how the work is actually performed. Though primarily intended for railroad men, it should be of decided value to any man who finds it necessary to handle railroad financial statements. In fact, it may be regarded as preliminary to a course in Railway Finance. Illustrative exercises will be required at regular intervals. Previous knowledge of double-entry bookkeeping and railroad accounting is not required, but will be of benefit.

Mj

MR. SCHROEDER

5. The Labor Movement.—An historical and comparative study of the trades-union movement in the United States and in foreign countries. Negotiation and maintenance of wage-compacts; methods of arbitration, conciliation and adjustment; trades-union insurance and provision for the unemployed; incorporation and employees' liability; the precipitation and conduct of strikes; and in general all concrete issues involved in the organization of labor for collective bargaining with employers, with especial reference to the working programs of the more important trades-unions at the present time.

Mj

DR. HOXIE AND MR. KENNEDY

6. Socialism.—A study of the history and theory of socialism and its bearing upon present social conditions. The course is informal, and may be pursued with profit by anyone who is interested in modern social questions. (Informal.)

Mj

ASSISTANT PROFESSOR HOWERTH

NOTE.—Related courses will be found under Departmental Nos. III, IV, VI A.

III. POLITICAL SCIENCE

1. Civil Government in the United States.—This course is an analysis of the structure and working of government in the United States, with some examination of the historical development of existing forms.

Mj

ASSOCIATE PROFESSOR MERRIAM

2. Political Parties.—In this course the organization and methods of action of political parties in the United States are considered. The various types of primaries, the legal regulation of primaries, the organization and procedure of conventions, the conduct of the campaign, the organiza-

tion of party machinery, the workings of the organization, the function of parties, are the principal topics discussed.

Mj

ASSOCIATE PROFESSOR MERRIAM

3. Comparative Politics.

A. COMPARATIVE NATIONAL GOVERNMENT.—This course is a comparative study of the systems of government in the leading nations of the world. Particular attention will be given to Germany, France, Great Britain, and the United States, with incidental reference to other countries presenting features of especial importance. The structure of the governments, the constitutional functions of the various departments, and the actual workings of the systems will be examined.

Mj

***B. STATE GOVERNMENTS IN THE UNITED STATES.**—This course presents a comparative study of the structure and functions of the governments in the various states of the Union. Qualifications for suffrage, the organization and powers of the legislative, executive, and judicial departments, the amendment of constitutions, and the leading tendencies in state administration are discussed. Attention is also given to the historical development of these features of state government.

Mj

C. MUNICIPAL GOVERNMENT.—This course is a comparative study of the modern municipality, American and European, in its legal, constitutional, and administrative aspects. Special consideration will be given to the questions of municipal home rule, municipal ownership, and municipal politics in leading cities of Germany, France, England, and the United States.

Mj

Prerequisite: Course 1 or its equivalent.

ASSOCIATE PROFESSOR MERRIAM

4. Elements of International Law.—A study of the rules observed by civilized nations in their relations with each other. The course includes a general consideration of the history and development of international law and a more detailed study of the subject in its three fundamental divisions of peace, war, and neutrality. Some of the topics treated are the nature, sources, and divisions of international law; the intervention of one nation in the affairs of another; the rights and duties of nations in connection with property; the extent and nature of a nation's jurisdiction over its territory, subjects, and public and private vessels; the rights and duties of diplomacy; modes of warfare; recognition of belligerency; effect of war on treaties; rules of war on land and sea; rights and duties of neutral states; blockade; contraband of war; etc. The course is not strictly technical in character, and should prove of value to those desiring a better understanding of current international affairs, as well as to lawyers and teachers of history and political science. The work will be based on a standard text, supplemented by a book of cases on international law.

Mj

ASSOCIATE PROFESSOR HATTON

NOTE—Related courses will be found under Departmental Nos. II, IV, and VIA.

IV. HISTORY

ACADEMY

1. History of Antiquity to the Death of Constantine (337 A. D.).

A. ORIENTAL AND GREEK HISTORY TO 146 B. C.—This includes a general narrative and descriptive history of Greece to the Roman conquest, with a brief introductory sketch of the oriental nations that especially influenced Greek civilization.

Mj

B. ROMAN HISTORY TO 337 A. D.—This course aims to give the student a general view of Roman history from the early Republic to the establishment of the later Empire in the

fourth century, and pays special attention to the government and institutions of the latter as a basis for an intelligent study of the mediæval period.

Mj
A and B together satisfy the entrance requirement in history.

MISS KNOX

COLLEGE

2. History of Antiquity to the Fall of the Persian Empire.—In this course the history of the nations of the ancient East—Babylonia, Egypt, Assyria, Syria, Israel, etc.—is studied in its development from the beginnings of organized political life to the fall of the world-empire of Persia. A large amount of reading is expected of students.

Mj

MISS KNOX

3. History of Greece to the Death of Alexander.—This course presupposes a general knowledge of the external facts of Greek history (Course 1A), and undertakes to conduct the student into an investigation of the underlying principles and forces which condition the outward events. It is intended for those who wish to go thoroughly into the subject, and are willing to give their time and thought to it.

Mj

MISS KNOX

4. History of England to the Accession of the Tudors.—Early Britain, its Romanization, the settlements of the invading German tribes, the struggle for supremacy, the union of England under Wessex, the Norman Conquest, the struggle of the people for constitutional rights, civil and foreign wars, and the beginning of the Renaissance in England, will be studied.

Mj

MISS KNOX

5. England from Henry VII to the Present Time.—Special emphasis will be placed upon the history of the Reformation, the struggle between king and parliament, English society and civilization, colonial expansion and the growth of democracy in the nineteenth century.

Mj

MISS KNOX

6. Outline History of Mediæval Europe (350-1500).—The invasion and settlement of the barbarians, the revival of the empire, the growth of the papacy, and the struggle between these two, Mohammed and his religion, the Crusades, the rise of nationalities, mediæval institutions, and the Renaissance, will be studied.

Mj

MISS KNOX

7. Outline History of Modern Europe (1517-1825).—The principal topics treated are: the Reformation, the religious wars; the struggle for constitutional liberty in England; the ascendancy of France under Louis XIII and Louis XIV; the rise of Prussia, England's colonial supremacy; and the era of the French Revolution and Napoleon. While the primary object is to give the student a knowledge of the facts, emphasis also will be placed upon the underlying principles, and upon causes and effects.

Mj

MISS KNOX

8. Europe from 1517 to 1648.—This course is a study of the causes, events, and results of the Reformation in Europe. Much attention will be given to the political, social, and economic phases of the movement, the inseparable religious questions being discussed only in so far as necessary to an understanding of the period.

Mj

MISS KNOX

9. The French Revolution and the Era of Napoleon.—The ground will be cleared for the history of the period by a careful study of the institutions of the Old Régime, in which the remoter causes of the Revolution will be discovered. A consideration of the more immediate causes and the attempts at reform will introduce the Estates General. The Revolution ran through three periods, which answer to the National Assembly, the Legislative Assembly, and the Con-

* Not given during 1907-8.

vention, to the extreme of a Red Democracy. Three more periods, corresponding to the Directory, the Consulate, and the Empire, see France return to a military absolutism under Napoleon. The greatest emphasis will be laid upon the institutional changes induced by the French Revolution, and attempt will be made to show the constructive work of the Revolution and of Napoleon. Its importance as one of the greatest generic events of the world's history will give the course a significance wider than France alone. It is desirable that the student be familiar with the outlines of modern European History. Mj

ASSISTANT PROFESSOR THOMPSON

10. Europe in the Nineteenth Century (1815-1900).—The following topics indicate the scope of the course; the attempt to govern Europe according to the reconstruction of 1815; the agitation for popular government in France, Italy, and Germany; the revolutions of 1830 and 1848; France under Napoleon III; the growth of German and Italian unity; the establishment of the German Empire, of the dual system in Austria-Hungary, and of the Third French Republic; national development and international relations since 1870. The course presupposes an outline knowledge of the French Revolution and the Napoleonic epoch. Students who have not recently studied this period will be expected to prepare themselves by a careful reading of some manual, such as J. H. Rose's "The Revolutionary and Napoleonic Era," or H. Morse Stephens' "Revolutionary Europe." Mj

DR. WARREN

11. Outline History of Civilization.—This course consists of two majors, each containing twenty lessons. The first major begins with the History of Greece and follows the various phases of development through Roman history to the rise of the German Empire in the early part of the Mediæval period. The second major treats of the later Middle Ages, of the Renaissance, and of modern times till close upon the French Revolution. In each division the study will proceed mainly on the four lines: (1) government in its connection with political and constitutional history; (2) social life as it is shown in the family relations and the attitude of the classes toward each other; (3) economic progress, particularly with regard to cultivation, commerce, and communication; (4) higher culture and art. The course is planned with the purpose of developing the taste of the student for careful, comprehensive reading, cultivating his reasoning, and broadening his view of both history and life. Acquaintance with the facts of history is presupposed. The student will be expected to do a great deal of reading, and should have access to a rather well-equipped library. DMj

DR. WERGELAND

12. Chief Features of the Progress of Civilization in the Nineteenth Century.—This course affords a rapid survey of the causes which have led to the vast enlargement of ideas and scope of life witnessed during the century just closed. The causes are many and varied, but, for the sake of comprehensiveness, may be grouped under three headings: (1) POLITICAL changes during and after the French Revolution, such as the growth of public liberty, the recognition of the rights of the individual, the prevalence of popular representation, the struggle against disqualification, whether social, economic, or religious; (2) SOCIAL changes, manifested in the leveling of class-distinction, the rise to prominence of a rich middle class, the popularizing of the church, the growth of brotherhood, the prominence of public opinion the enlightenment of the masses; (3) ECONOMIC changes, such as the development of material resources, the growth of capitalistic enterprise, the claims of labor, increase of transportation, the development of a world-market, investigation into the cause and effect of commercial disturbances, and many others; all in connection with, or parallel to, the

growth of science, the spread of education and freedom of thought, and the development of methodical inquiry. The course will be better appreciated by those who have taken Course 11, "Outline History of Civilization," to which reference will be made in these lessons, though it can be satisfactorily pursued by those who have not had that course. Access to a well-equipped library is important, although not imperative to the success of the work. Mj

DR. WERGELAND

NOTE.—The courses in American History fall into three groups: first, an outline course (13); second, a series of four courses (14-17) covering in a more thorough manner, the entire field; third, several specialized courses on selected topics or periods (18-20). In the second group (courses 14, 15, 16, and 17) each course is divided into two minors which may be taken separately. Students are advised, however, to take the courses as majors. The best way is to take the courses in sequence. This method will greatly economize the expenditure for books, since successive courses require the same textbooks to some extent. Graduate credit may be obtained in Courses 14, 15, 16, and 17, by doing additional work under the direction of the instructor.

GROUP I

13. Outline History of the United States from Colonization to the Present Time.—This course corresponds to Course 3 in residence. Colonial history will be considered very briefly, while the period from 1763 to Reconstruction will be treated much more in detail. An attempt will be made to get acquainted with the authorities in American history, and hints as to methods of presenting the subject will be offered. The course is intended to furnish a pattern for high-school work, except that much more reading will be done. It will be especially helpful to high-school teachers of American History. Mj

MISS KNOX

GROUP II

14. Colonial Period (1492-1763).

A. DISCOVERY AND COLONIZATION.—The course deals with the American aborigines, the causes and motives leading to the discovery of America, the voyages and journeys of the discoverers, the claims arising from these explorations, the growth of geographic knowledge, and the founding of the English, French, Spanish, Dutch, and Swedish Colonies. M

B. COLONIAL INSTITUTIONS AND HISTORY.—This course begins with a study of the political institutions of the American colonies. English colonies receive most attention, but those of other nations are also considered. The chief events of colonial history are then considered, with especial reference to the relations between the English colonies and the mother country. The course concludes with a survey of the struggle for supremacy in North America ending with the final triumph of the English in the Seven Years' War. M

DR. WARREN

15. The Formation of the Nation (1763-1789).

A. THE AMERICAN REVOLUTION (1763-1783).—The following topics show, substantially, the content of the course: the territorial, political, and economic condition of the English colonies in 1763; the new policy of the English government; the development of colonial opposition; the constitutional and philosophical arguments on both sides; the beginning of hostilities; the Declaration of Independence; the progress of the war; Congress as a governing body; the Loyalists; French and Spanish intervention; Washington's triumph; the preliminaries and terms of peace of 1783. M

B. CONFEDERATION AND THE CONSTITUTION (1783-1789).—The following topics are treated: the results of the Revolutionary War; the government under the Articles of Confederation; the organization of the Western territory; inter-state controversies; problems of diplomacy and foreign trade; violations of the treaty of peace; paper money;

the Shays Rebellion; the Constitutional Convention; analysis of the Constitution; the process of ratification. M

DR. WARREN

16. The Growth of the Nation (1789-1861).

A. FOREIGN POLITICS AND NATIONAL EXPANSION (1789-1829).—Beginning with the organization of the national government, the course deals with the policy of the Federalist party in foreign and domestic politics and the rise of the Democratic opposition. The broad and strict constructions of the Constitution are carefully studied. Further topics are the fall of the Federalists; Jefferson's policy; annexation of Louisiana; experiments in neutrality; and the causes, progress, and results of the War of 1812. The course concludes with a survey of the political and economic reorganization after the war, including western expansion, the Missouri Compromise, the Monroe Doctrine, and the triumph of the Jacksonian democracy. M

B. THE STRIFE OF SECTIONS (1829-1861).—This course opens with a study of Jackson's administration—the civil service, tariff, nullification, bank, etc. Slavery then becomes the dominant issue. The chief topics are slavery as a system; the anti-slavery movement; Texas and the Mexican War; the Compromise of 1850; the Kansas-Nebraska question; the Dred Scott case; the rise and final triumph of the Republican Party; and the consequent secession of the southern states. M

DR. WARREN

***17. Consolidation and Expansion (1861-1904).**

A. CIVIL WAR AND RECONSTRUCTION. M
B. POLITICAL AND ECONOMIC CENTRALIZATION—THE NATION AS A WORLD POWER. M

DR. WARREN

GROUP III

18. Social Life in American Colonies.—A Study of the life and institutions of ante-revolutionary times as preparatory to a correct understanding of our national history. This course is based upon Lodge's "A Short History of the English Colonies in America," with collateral reading. M

ASSOCIATE PROFESSOR SHEPARDSON

19. Problems of the Civil War and the Reconstruction Period (1861-1881).—A study of some of the special questions, military, political, constitutional, and social, arising in connection with the Civil War and the readjustments which followed. Mj

ASSOCIATE PROFESSOR SHEPARDSON

20. The Reconstruction of the Federal Union (1863-1875).—Includes the various theories held concerning the political condition of the states attempting to secede, the resumption actually accomplished under Lincoln, the policy pursued by Johnson, the intervention of Congress, and the resulting contest between the executive and legislative branches of the national government. The study closes with the final adjustment of the Union through the Federal Judiciary. This course is open to graduate students only and under exceptional conditions—two of which are familiarity with the sources and access to a well-equipped library. Mj

PROFESSOR SPARKS

SCHOOL OF EDUCATION

21. History for Primary Grades.—A study of primitive peoples and of the development of primitive industrial arts. Mj

ASSOCIATE PROFESSOR RICE

22. Teachers' Course in American History.—This course will emphasize the relation of the geography of the United States to its history. Mj

ASSOCIATE PROFESSOR RICE

VI. SOCIOLOGY AND ANTHROPOLOGY

SOCIOLOGY

1. Introduction to Sociology.—A study of the phenomena of social life; the basis of society in nature; the social person; social institutions; and social psychology, order, and progress. The course is designed to give an introduction to theoretical and practical sociology, and to systematize the reading, observation, and thinking of advanced students. The order of thought will be that of Henderson's "Social Elements," and bibliography will be added according to the need of each student. Mj

DR. MACLEAN

2. Introduction to the Study of Society.—This course is designed to afford a synthetic view of social phenomena, and to furnish the student with a scientific method for the study and correct understanding of ordinary human association. Considerable attention will be paid to local studies as a means of amplifying the text. The aim is to have the course serve as an introduction to the special social sciences. Mj

DR. MACLEAN

3. Elements of Industrial History.—The aim of this course is to acquaint the student with the salient facts of American industrial history and to furnish a foundation for those who wish to do further work in economics or sociology. Selected industries will be studied in detail and their evolution discussed. A course for practical people as well as for students. Mj

DR. MACLEAN

4. Social Debtor Classes.—A course for practical social workers and supporters of social amelioration. As the starting-point is taken the particular work in which the student is engaged, and an attempt is made to discuss various forms of preventive and constructive social work from the standpoint of the relief visitor, city missionary, alienist, contributor, or lay student, as the case may be. Texts are chosen with a view to the reader's special needs, and illustrations are based upon his local, county, and state institutions. At least one text on theoretical sociology is read. The chief aim of the course is to give occasion for the reader to analyze, classify, and describe his own environment and his own experience and observation. Mj

DR. MACLEAN

5. The Structure of Society.—The physical, economic, intellectual, social, aesthetic, and ethical forces leading to the formation of associations of individuals. The interrelation of the individual and the group. The relation of social progress to social stability. (Informal.) Mj

PROFESSOR ZUEBLIN

6. Contemporary American Society.—A general survey of social conditions in the United States, dealing with the character and distribution of population, religious divisions, economic groupings, the educational system, the press, political machinery, etc. On this basis certain generalizations as to influences now at work, the social ideals of various classes, etc., will be considered. (Informal.) Mj

PROFESSOR VINCENT

7. Urban Life in the United States.—A study of the location, growth, material arrangements, political developments, and social significance of American cities. Comparisons are made with urban conditions in English and continental cities. Such urban institutions as the press, department stores, tenements, transporting systems, "machine" politics, etc., are studied and discussed. Fiction describing city life is used for illustrative purposes. Characteristics of different cities are considered, and the function of cities in national life is analyzed. (Informal.) Mj

PROFESSOR VINCENT

* Not given during 1907-8.

ANTHROPOLOGY

8. **General Anthropology.**—An introductory course treating of the origin, antiquity, distribution, and early occupations of man and of the sources of language, religion, the arts, and social relations. Mj

ASSOCIATE PROFESSOR STARR

9. **Origin of Social Institutions.**—Treats of association in the tribal stage of society; the origins and relations of invention, trade, marriage, class distinctions, government, art, and the professions; and the ethnological and anthropological basis of sociology. (Informal.) Mj

ASSOCIATE PROFESSOR THOMAS

10. **Primitive Social Control.**—A study of primitive juridical and political systems, and of social conventions; e. g., the family; clan; tribal and military organizations; totemism; tribal and property marks; tapu; personal property and property in land; periodical tribal assemblies and ceremonies; secret societies; medicine men and priests; caste; blood-vengeance; salutations; gifts; tribute; oaths; and forms of offense and punishment among typical tribes of Australia and Oceania, Africa, Asia, and America. (Informal.) Mj

Prerequisite: course 9.

ASSOCIATE PROFESSOR THOMAS

VI A. HOUSEHOLD ADMINISTRATION

1. **House Sanitation.**—This course offers a comprehensive and practical study, based on scientific principles, of the sanitary aspects of the home. Among the topics treated are the choice of building site, construction and care of cellar, drainage, plumbing, heating, lighting, furnishing, and cleaning. Mj

PROFESSOR TALBOT

2. **Foods and Dietaries.**—A course in practical dietetics covering the study of the composition of foods, scientific principles of preparation, and their combination in dietaries from an economic and physiological standpoint. Mj

PROFESSOR TALBOT

3. **Administration of the House.**—This course will consider the order and administration of the house with a view to the proper appointment of the income and the maintenance of suitable standards. Changes in household industries in the light of modern economic and social conditions, and sanitation, will be studied. The domestic service problem will be investigated. Mj

PROFESSOR TALBOT

4. **The Organization of the Retail Market.**—An elementary course intended to familiarize the student with the machinery of trade with which the householder comes into direct contact. The following topics will be considered: the development of present methods of distribution from mediaeval forms; the present specialized system, as illustrated by selected industries, which deal with food, clothing, and household equipment; the departmental and catalogue store; and the employment agency as the means by which a distribution of domestic labor is effected. Mj

Prerequisite: Nine majors (1 year) of college work.

DR. BRECKINRIDGE

5. **The Consumption of Wealth.**—Standards of living; necessities for life and for efficiency; comforts; luxury and extravagance; saving and spending. Organized efforts among consumers to control production; co-operation; the Consumers League; trade unions; legislation; municipalization. Mj

Prerequisite: Nine majors (1 year) of college work.

DR. BRECKINRIDGE

6. **The State in Relation to the Household.**—A course intended to review relations between the householder and

the public, as represented by federal, state, and municipal authority. The law requiring the head of a family to furnish support, and legislation tending to maintain the unity of the family will be considered. Regulations concerning the food supply, the materials used in clothing and furnishings, and the structure and care of the building will be studied in order to formulate the principles upon which a proper degree of individual freedom may be adjusted to the necessary amount of public control. Mj

DR. BRECKINRIDGE

Students should consult instructor before registering for courses 4, 5, and 6.

SCHOOL OF EDUCATION

*7. **The Application of Heat to Food Materials.**—This course includes (1) A study of the food principles; (2) the methods by which heat is applied to food and the effect of different temperatures on the food principles, cooking apparatus and its construction, household fuels, and their economic value; (3) combinations of foods and the development by experiment of the principles underlying proportions and methods; (4) the interpretation of common processes of food preparation, with some of the simpler principles of chemistry and bacteriology involved; (5) typical manufacturing processes, and some phases of the history and geography of food products; (6) laboratory directions and experiments. Mj

ASSISTANT PROFESSOR NORTON AND MISS SNOW

*8. **The Chemistry of Foods.**—A study of (1) the properties and characteristic reactions of proteids, carbohydrates, and fats, with qualitative tests for their identification; (2) separation of the food principles; (3) study of milk, water, and flour, with some of the simpler methods employed in their analysis; (4) experiments in fermentation; (5) food adulterations and household methods for their detection; (6) laboratory work.

Prerequisite: One year of chemistry and course 2 or 7, or an equivalent. Mj

ASSISTANT PROFESSOR NORTON AND MISS WELLMAN

*9. **The Teaching of Home Economics.**—A study of the purpose of this work in the schools; its value as training; its relation to the social life of the school and of the home; the correlation with other studies in the curriculum; the relation of the handwork involved, to the science that underlies it and that grows out of it; the selection of subject-matter and the planning of courses, and their adaptation to different conditions; the planning of school laboratories, and the choosing of equipment. Mj

Prerequisite: One year of technical training in the subject.

ASSISTANT PROFESSOR NORTON AND MISS SNOW

Note.—Related courses will be found under Departmental Nos. II, III, VI, XVII, XX, XXII, XXIV, and XXVIII.

VII. COMPARATIVE RELIGION

1. **Introduction to the History of Religion.**—This course aims to conduct the student into the study of the general principles of religion and the history of the various religions of the world. It is elementary in character and is intended for all who wish to begin the study of this subject. Mj

DR. CONARD

2. **The Religion of Uncivilized Peoples.**—This course surveys primitive religious customs and beliefs, noting their survivals in higher religions. In connection with the textbook, which will serve as a guide, works on North American Indians will furnish the principal material for

* Registrations accepted after October 1, 1907.

† Registrations accepted after April 1, 1908.

the study. The student will review such material on other uncivilized peoples as may be available to him. For beginners. Mj

DR. CONARD

3. **Comparative Theology: The Idea of God.**—This is a cursory study of the idea of God as seen in primitive myth and cult, and in the religious rites and literature of the chief historic religions. Mj

Prerequisite: Course 1 or 2 or an equivalent.

DR. CONARD

VIII. THE SEMITIC LANGUAGES AND LITERATURES AND

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

1. **Elementary Hebrew.**—Includes the mastery of the Hebrew of Genesis, chaps. 1-3; the study of the most important principles of the language in connection with these chapters; Hebrew grammar, including the strong verb and seven classes of weak verbs, and the acquisition of a vocabulary of four hundred words. Mj

DR. J. M. P. SMITH

2. **Intermediate Hebrew.**—Includes the critical study of Genesis, chaps. 4-8, with a review of Genesis, chaps. 1-3; the more rapid reading of fourteen chapters in 1 Samuel, Ruth, and Jonah; the completion of the outlines of Hebrew grammar; and an increase of vocabulary to eight hundred words. Mj

DR. J. M. P. SMITH

3. **Exodus and Hebrew Grammar.**—Includes the critical study and translation of Exodus, chaps. 1-24; a more detailed study of Hebrew grammar; an inductive study of Hebrew syntax; and the memorizing of three hundred additional words and of several familiar psalms in Hebrew. Mj

DR. J. M. P. SMITH

4. **Haggai, Zechariah, and Malachi.**—A course of twenty recitations, including the critical and exegetical study of these books; the lexicographical study of two hundred important words; the principles of Hebrew prophecy, a study of Hebrew syntax, especially the subjects of the tense and sentence; the Hebrew accentuation; and the memorizing of about eight hundred words. Mj

DR. J. M. P. SMITH

5. **Elementary Arabic.**—An inductive study of the elementary principles of Arabic grammar. The Arabic text of Genesis, chaps. 1 and 2. The Story of Bilgis, and the early Suras of the Qurân furnish the basis of the work. Mj

DR. J. M. P. SMITH

6. **Elementary Assyrian.**—The early recitations are based chiefly on the transliterated text, the others on the cuneiform. The student will learn the most common cuneiform signs, the strong verb and all classes of weak verbs, and the fundamental principles of the language. A knowledge of Hebrew is prerequisite. M

PROFESSOR BERRY

7. **Intermediate Assyrian.**—This includes the reading of about four hundred lines of historical cuneiform text, with special attention to vocabulary, a further study of Assyrian grammar, including syntax, and the learning of most of the remaining cuneiform signs that are in frequent use. M

PROFESSOR BERRY

8. **Elementary Egyptian.**—Study of (1) the speech of Thutmose I to the priests of Abydos; (2) the romance of Sinuhe (transliterated from the Hieratic) in Erman's "Chrestomathy." It includes the acquisition of the commonest signs, and the grammatical principles of the language of the classic period. Mj

PROFESSOR BREASTED

9. **Outline of Hebrew History.**—A survey study of the history of the Hebrew people as presented in the Old Testament from the period of the Conquest and establishment in Canaan to the Maccabean struggle and the close of Old Testament history. The course will embrace a preliminary sketch of the patriarchal period, with a more detailed study of the Conquest, the period of the Judges, the United and Divided Kingdoms, the Exile, the revival of Judah, and the beginnings of Judaism. The bearings of prophetic activity upon the history and literature will also receive consideration. A knowledge of Hebrew is not required. Mj

DR. J. M. P. SMITH

10. **An Introduction to the Old Testament.**—This study embraces such points as will familiarize one with the outline features of this portion of the Bible. It will emphasize: (1) The method of preserving ancient records, (2) the method of compiling and editing those documents, (3) the historical background of the Old Testament books, (4) the literary character of each book, (5) its chief doctrinal teachings, (6) its place in the scheme of biblical revelation, and (7) the best literature with which to pursue and solve its problems. The work will be planned on a practical basis, and will aim to give students a reasonably complete idea of the new and real advances that have been made in the last few decades in the understanding of the Old Testament. Mj

PROFESSOR PRICE

11. **Old Testament Prophecy.**—The purpose of this course is to aid in securing a better understanding of the rise and development of prophecy in Israel. Some of the more important matters to be considered are: (1) the controlling ideas in the teaching of each of the great prophets; (2) the relation of the prophet and his work to the political and social movements of his day; (3) the attitude of the prophet toward the priest and priestly institution; (4) the place of prophecy in the preparation for the work of Christ. A knowledge of Hebrew is not prerequisite. Mj

DR. J. M. P. SMITH

12. **Old Testament Worship.**—A study of the element of worship and the institutions and literature connected with worship in the Old Testament. Special consideration will be given to such topics as: (1) the priest; (2) place of worship; (3) sacrifice; (4) feasts; (5) tithes; (6) clean and unclean, etc.; (7) the origin and character of the sabbath; (8) the date and character of Deuteronomy; (9) the origin of the Levitical legislation; (10) the composition of the Hexateuch. Attention will be given to the characteristic ideas of the priest as distinguished from those of the prophet, and to the growth of priestly influence in Israel's religious life. A knowledge of Hebrew is not prerequisite. The work will be based upon W. R. Harper's "Priestly Element in the Old Testament" (3d ed. 1905). Mj

DR. J. M. P. SMITH

13. **Isaiah and His Times.**—The course will comprise a historical survey of the Isaianic Period; an analysis of the material of the book; the occasion and purpose of its prophecies; its doctrinal teachings; and its chronological arrangement. Special attention will be given to the life of the prophet, his role in the development of Hebrew prophecy, and the important problems suggested by the book. Opportunity will be afforded for independent, constructive, and original investigation. A knowledge of Hebrew is not required. Mj

MR. MODE

Members of the Semitic Department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature, whenever possible.

IX. BIBLICAL AND PATRISTIC GREEK

AND

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

1. **Elementary New Testament Greek.**—A course for beginners, presupposing no knowledge of Greek. It aims to secure, by an inductive study, the absolute mastery of chapters 1-4 of the gospel of John, and the essential facts and most elementary principles of the language. Emphasis is placed upon the writing of exercises in Greek. Mj.

DR. BAILEY

2. **Intermediate New Testament Greek.**—This course is designed for those who have completed Course 1, and for those who wish to review their Greek in connection with the New Testament. It comprises the thorough study of the entire gospel of John, and the reading at sight of the first Epistle of John; also the acquisition of vocabulary and the most general principles of grammar. One who has diligently worked through this course should be able, with the aid of the lexicon, to read with comparative ease the New Testament. Mj.

DR. BAILEY

3. **Advanced New Testament Greek.**—For those who have a good knowledge of Greek, college graduates, and others who wish to make a special study of New Testament Greek. A thorough study of the syntax of New Testament Greek as regards the verb, and an historical and linguistic study of the entire Book of Acts. This course corresponds to residence Course 1 and is required for the D.B. degree. Mj

ASSISTANT PROFESSOR VOTAW

4. **Introduction to New Testament History.**—An account of the rise and fall of the Jewish state from 175 B. C. to 70 A. D., with special attention to the history of the Pharisees and Sadducees, and to the Jewish social and religious life. The aim of the course is to furnish an historical background for the Life of Christ. This course corresponds to residence Course 2, and is required of candidates for the D.B. degree. Mj

PROFESSOR MATHEWS

5. **Introduction to the Books of the New Testament.**

A. **LIFE OF THE APOSTLE PAUL AND INTRODUCTION TO THE PAULINE EPISTLES.**—The work in this course is done on the basis of a handbook, containing an outline of the life of Paul, topics for special study, with references to literature, and a brief introduction to the epistles. The aim is to prepare the student for the interpretation of the letters of Paul and for an understanding of his personality and theology. Mj

B. **INTRODUCTION TO THE GOSPELS, ACTS, AND GENERAL EPISTLES.**—Includes the study of the occasion and purpose of each book and its general content and structure. Mj

Either 5 A or 5 B may be substituted for residence Course 3, required of all candidates for the D.B. degree. Elective credit will be given for the other major.

PROFESSOR BURTON AND DR. BAILEY

6. **The Gospel of Luke.**—An inductive study leading to a mastery of the plan and development of the gospel and its fundamental teachings. The critical questions that arise and the historical background also receive attention. M

DR. BAILEY

7. **The Gospel of John.**—A course developed on an inductive plan especially suited to the peculiar structure of the book. The work of the course includes: a study of the origin and character of the gospel; comparison with the other gospels; the conception of Christ herein portrayed; the discourses of Jesus; and application to present life and character. M

DR. BAILEY

8. **Constructive Studies in the Life of Christ.**—The aim of the course is to enable the student to construct his own "Life of Christ" in a true historical perspective. To this end the entire gospel history will be studied in a connected way, especial attention being given to the most important political and social features of New Testament times, and to the interpretation of critical passages. Mj

DR. BAILEY

9. **Research Course in the Life of Christ.**—A course designed to follow Course 8, or an equivalent study of the life of Christ. The purpose is a thorough investigation of fourteen main topics and problems in the gospel history, such as the origin and characteristics of the gospels, the development of the religious and messianic consciousness of Jesus, the plan and the chief events of his public ministry, and the growth and crisis of the opposition to him. Use will be made of the best literature upon the subject. Papers by the student upon the several topics will be discussed by the instructor. M

ASSISTANT PROFESSOR VOTAW

10. **Social Teachings of Jesus.**—The teaching of Jesus concerning society, the state, the family, wealth, and other social institutions. Mj

PROFESSOR MATHEWS

11. **The Messianic Hope in the New Testament.** Mj

PROFESSOR MATHEWS

12. **Christianity in the Apostolic Age.**—While Gilbert's "Christianity in the Apostolic Age" serves as a guide, the emphasis throughout the course is laid upon the independent study of the New Testament and the importance of a thorough acquaintance with it. As far as possible the student will be led to construct his own story of the development of primitive Christianity. The study follows in the main the outline of the Book of Acts, but the Epistles are also used in so far as they reflect conditions of life and thought during the period. The aim of the course will be to give not only a correct understanding of each individual event in itself but also a just conception of this earliest period of church history as a whole. M

DR. BAILEY

13. **The Apostolic Fathers.**—The course includes a study of (1) the early Christian literature ca. 95-150 A. D.; (2) problems of date, authorship, and purpose; (3) reading of the Greek; and (4) studies in theology and polity. Outlines of the literature will be provided, and reports covering the topics given above will be required. The later development of New Testament ideas and practices as reflected in this early Christian literature will be especially emphasized. Mj

ASSISTANT PROFESSOR GOODSPEED AND MR. ROBISON

14. **Quotations from the Old Testament in the Gospels.**

—Involves an interpretation of the Old Testament passages on the basis of the Hebrew, of the New Testament passages in the Greek, and a comparison of the results. M

PROFESSOR BURTON AND DR. BAILEY

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

1. **Elementary Sanskrit.**—Whitney's "Sanskrit Grammar" and Lanman's "Reader" are used. After about five lessons in the grammar, a beginning is made with the reading, the grammatical points being taken up in connection with this. The reading in the course covers that portion of the Nala episode which is included in the "Reader" and five selections from the "Hitopadeca." No attempt is made to teach comparative philology in this course, but it may serve as a foundation for such study. Mj

PROFESSOR BUCK AND DR. MEYER

2. Elementary Russian.

A. After a general study of the declensions and conjugations, texts supplied with extensive notes will be taken up and mastered. Mj

B. Continues the study of texts with review of inflectional forms. The vocabulary will be enlarged by the study of roots and suffixes. Elementary composition. Extensive syntax study. Mj

These courses are eminently practical. Provisional credit is given when A is finished. It will be made permanent when B is passed.

MR. HARPER

The instructors will suggest reading for further work in Sanskrit or comparative philology.

XI. THE GREEK LANGUAGE AND LITERATURE

ACADEMY

1. Elementary Greek.

A. White's "First Greek Book," Lessons 1-60. These lessons include the commonest noun and adjective declensions, the Omega system of conjugation, some fundamentals of syntax, connected reading lessons epitomizing the story of the "Anabasis," and a vocabulary of 600 common Greek words. Mj

B. (1) White's "First Greek Book," Lessons 61-80. These lessons include the Mi system of conjugation, reading lessons continuing the "Anabasis" story, and an additional vocabulary of 250 words. (2) The "Anabasis" of Xenophon, Book I, chaps. 1-3. These lessons call for constant review of the material studied in the "First Greek Book." Mj

ASSISTANT PROFESSOR BRONSON

2. Xenophon: "Anabasis."

A. From Book I, chap. 4, through Book II, chap. 4, about fifty pages. Exercises in writing Greek based upon the text. Mj

B. From Book II, chap. 5, through Book IV, about ninety pages. Greek composition including a topical treatment of syntax. Collateral readings in Gulick's "Life of the Ancient Greeks," Grote's "History of Greece," etc. Occasional tests in translation at sight. Mj

ASSISTANT PROFESSOR BRONSON

3. Homer: "Iliad."

A. Books I-III.—An introduction to the study of Homer, with particular attention to prosody and peculiarities of epic dialect and syntax. Mj

B. Books IV-VI.—In this course the literary features of Homeric study are emphasized. Mj

MR. JOHNSON

COLLEGE

4. Plato: "Apology" and "Crito."—In connection with these writings Xenophon's *Memorabilia* will be read to furnish a basis for the study of the life and philosophy of Socrates as interpreted by Plato and Xenophon. Brief outline of Plato's life and works. Prose composition based on text accompanied by discussion of syntax and idioms of Plato. Mj

PROFESSOR MISENER

5. Homer: "Odyssey," BOOKS V-XIII—This course aims chiefly at enabling the student to translate Homer fluently and with appreciation. It also includes a review of Epic dialect and syntax, and a study of Homeric life and antiquities. Mj

PROFESSOR MISENER

6. Herodotus: "Historiae," BOOKS VI-VII.—In this course particular attention is paid to the language and style of the author, as well as to the historical importance of the

events narrated. The reading covers the Second Persian Expedition against Greece, ending at Marathon, and the Invasion of Xerxes as far as the Battle of Thermopylae. Mj

MRS. BEESON

7. Advanced Prose Composition.—A course affording training for those who wish to renew or extend their acquaintance with the principles of the Greek language. The exercises are graded from simple narrative passages in the style of Xenophon to more difficult selections in the style of Plato and Demosthenes. In the latter part of the course an attempt is made to adapt the work to the needs and ability of the individual student. Mj

DR. BONNER

8. Demosthenes: "Philippics," and Lysias.—An introduction to the study of the Attic orators. Mj

MRS. BEESON

9. Demosthenes: "De Corona."—A study, chiefly literary, of this masterpiece of Attic oratory. Mj

MRS. BEESON

10. Introduction to the Greek Drama.—Sophocles' "Antigone" and Aristophanes' "Clouds" are read. Attention is given to the various problems connected with these plays, to the character delineation, and the method of presentation. Collateral reading is assigned on the history of Greek drama and theater. Mj

PROFESSOR MISENER

Members of the Greek department will endeavor to arrange informal courses for students who are prepared to do work of an advanced nature whenever practicable. Professor Shorey will occasionally guide by correspondence the work of advanced students who propose to attend the University.

XII. THE LATIN LANGUAGE AND LITERATURE

ACADEMY

1. Elementary Latin.—In these two majors is offered the full equivalent of the first year's work in Latin. Starting with the rudiments, the aim is to acquaint the student with all the regular forms and common constructions found in Cæsar's "De Bello Gallico," and to give him a large vocabulary. The first part of Book I, the Helvetian war, is read during the latter part of this course. DMj

MISS PELLETT

2. Cæsar: "De Bello Gallico."

A. Book II.—This course is intended for students who have completed Course 1, but who have had no other practice in translation. Special attention is given to a review of forms and syntax. Exercises in prose composition based upon the text form a part of each lesson. Mj

B. Books III-IV.—Continues the above. The more difficult Cæsarian constructions are carefully studied, and further practice is given in prose composition. Mj

C. Book I.—The latter part of book I, the war with Ariovistus, is read. While forms, syntax, and prose composition continue to be studied, indirect discourse receives special attention. Students are required to change all the passages in indirect discourse to the direct discourse. M

MISS PELLETT

3. Viri Romæ.—A series of twenty lessons based upon the interesting stories of early Rome; open to those who have completed Course 1 or its equivalent, and who desire to increase their vocabulary and acquire facility in reading Latin. M

MISS PELLETT

4. Nopæ.—Like Course 3 in aim and prerequisites. M

MISS PELLETT

5. Cicero: "Orationes."

A. "In Catilinam," I-IV.—This course includes translation, a review of forms and of more difficult constructions, exercises in Latin composition based upon the portion of text assigned in each lesson, and the history of the period.

Mj

B. "Pro Lege Manilia" and "Pro Archia."—Continues A, and includes a careful study of the literary style of Cicero, of all historical references, and exercises in prose composition, based upon the portion of text assigned in each lesson. Especial attention is given to translating into good English.

Mj

MISS PELLETT

6. Vergil: "Æneid."

A. Books I-II.—The work includes a study of prosody, word-derivation, constructions peculiar to the poets, and the more common rhetorical figures.

Mj

B. Books III-VI.—Continues A and lays emphasis upon elegance of translation, the mythology, and the literary style of Vergil.

Mj

MISS PELLETT

7. Selections from Roman Writers.—This course will be of advantage to those who wish to become acquainted with the style of different Roman writers.

Mj

MISS PELLETT

8. Prose Composition Based on Cæsar.—This course affords (1) practice in writing Latin in connected passages based on Cæsar's "De Bello Gallico"; (2) a thorough review of grammatical forms and constructions found in the "De Bello Gallico"; (3) a careful study of synonyms. As the course is informal, special attention can be given to any subject in which the student is deficient.

Mj

MISS PELLETT

9. Prose Composition Based on Cicero.—Like Course 8, using the Orations as a basis.

Mj

MISS PELLETT

NOTE.—The courses 1-9 are intended for three classes of students: (1) those who are preparing to enter college; (2) those who wish to study Latin for their own benefit; (3) teachers of Latin who from the topics and questions in each lesson can receive suggestions for their own work, e.g., the points to be emphasized at different stages in Cæsar, Cicero and Vergil.

COLLEGE

10. Cicero: "De Senectute."—The entire essay is read with studies in syntax and exercises in prose composition based upon the text of each lesson.

Mj

MISS PELLETT

11. Terence: "Phormio."—This play, as a specimen of the highest development of Roman comedy, is carefully studied with regard to morals, composition, presentation, etc. Attention is also given to vocabulary, metrical treatment, and ante-classical forms and constructions.

Mj

MRS. BEESON

12. Livy.—The twenty-first book and a large part of the twenty-second, describing Hannibal's expedition against Rome up to Cannæ, are read, with accompanying studies in literary style and syntax and exercises in prose composition, based in each case upon the portion of text assigned in each lesson.

Mj

MRS. BEESON

13. Horace: Odes, Books I-III.—This course includes: commentary upon the details of each ode, syntactical, historical, illustrative, etc.; translation, analysis of thought, and general interpretation; and a study of the metrical form. A list of general topics, material for the study of which is to be found in the odes, is presented at the outset, and the student is expected to select one of these for his especial study.

Mj

ASSOCIATE PROFESSOR MILLER

14. Advanced Prose Composition.—The course offers to teachers and others an opportunity to perfect themselves in those elements of the structure of the language in which they are deficient. The exercises are graded from simple passages in the style of Caesar to more difficult extracts in the style of Cicero.

Mj

DR. BONNER

15. Plautus.

A. "Captivi."—This minor will deal especially with the linguistic side of Plautus. The vocabulary and scansion will be studied and ante-classical forms and constructions noted. Good idiomatic translation will be required.

Mj

B. "Trinummus."—In the second minor the literary side will be emphasized. The course will deal especially with Plautus's style, plot, and delineation of character. As in the first minor, much attention will be paid to translation.

MRS. BEESON

16. Tacitus: "Agricola" and "Germania."—In the reading of these works both their historical importance and their literary merits are brought out. The course is an introduction to the language and style of Tacitus.

Mj

DR. BEESON

17. Ovid.—Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia." The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature.

Mj

ASSOCIATE PROFESSOR MILLER

18. Cicero: "Epistulae."—A study of the character and career of Cicero from the evidence afforded by the material contained in one hundred selected letters and from supplementary historical and biographical sources. The course also deals with the peculiarities of epistolary Latin and with the general subject of letter-writing in ancient Rome.

Mj

DR. BECHTEL

19. Juvenal.—The principal object of this course, aside from the necessary study of the language, will be to present a picture of life and manners at Rome under the early Empire. Some attention will also be paid to the history of satire and to the influence of Juvenal upon English literature.

Mj

DR. BECHTEL

20. Horace: Satires and Epistles.—Selected satires and epistles are carefully read and analyzed, with particular regard to argument, character portrayal, style, and their place in literature.

Mj

ASSOCIATE PROFESSOR MILLER

21. Horace and Persius: Satires.—A brief review of the predecessors of Horace in the field of satire, a reading of selected satires of Horace and Persius, with a study of the characteristic features of each.

Mj

ASSOCIATE PROFESSOR MILLER

22. Topical Studies in the Works of Vergil.—This course presupposes a considerable familiarity with Vergil on the part of the student. It is not a reading course, but the "Eclogues," "Georgics," and particularly the "Æneid" will be the field of investigation under various topics relating to different objects of study in the works of this author. A list of topics will be presented to the student, of which the following are typical: "Vergil's Verse and its Metrical Peculiarities;" "The Poetic Constructions in Vergil;" "Vergil's Art in the Selection and Handling of His Material;" "The Æneas Legends and Vergil's Use of Them;" "The student will be expected to select a certain number of these topics and, with them in mind, to go through the works of Vergil under direction of the instructor, collect all material bearing upon them, and present his results in finished form.

The instructor will at all times furnish such aid as may be necessary and will criticize the results. Mj

ASSOCIATE PROFESSOR MILLER

23. Roman Belief with Reference to the Soul and the Life after Death.—This course is the study of a topic, and is based for material upon a variety of authors: Cicero's "Tusculan Disputations," I, "De Senectute," "De Amicitia," "Epistulae;" Vergil's "Æneid," Book VI; Horace's selected odes; Ovid, Seneca, Persius, etc. (Informal.) Mj

ASSOCIATE PROFESSOR MILLER

24. The Latin Subjunctive.—The course presents a systematic treatment of the subjunctive, according to the latest scientific theories. The development of the various uses is discussed, and all the forms found in preparatory Cæsar or Cicero are classified. The student may choose to classify the forms either in Cæsar or in Cicero, or in such a combination of the two as shall be equivalent in amount to either. The course is intended primarily for teachers. Mj

MISS PELLET

25. Training Course for Teachers.—The object of the course is to give the teacher working alone and often at a distance from authorities, an opportunity to appeal for assistance and advice along any lines connected with his teaching of Latin. Naturally there are some subjects which nearly all teachers find it profitable to take up in a somewhat formal way, e. g., pronunciation, translation, metrical reading, composition, etc. In addition to these, each teacher will have his own problems to discuss. The course is designed to meet these general and individual needs. Mj

ASSOCIATE PROFESSOR MILLER

Members of the Latin Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIII. ROMANCE LANGUAGES AND LITERATURES

1. Elementary French.

A. This course is designed to acquaint the student with the essentials of French grammar, to enable him to turn short English sentences into idiomatic French, and to translate easy French at sight. It will consist of progressive exercises on the elements of grammar, drill on verbs, the writing of French sentences, translation of easy French into English and the free reproduction of the French stories read. Mj

B. Continues, reviews, and extends the work on French verbs, studies inductively the French grammar, and affords practice in French composition. Several short stories, a modern novel, and a text of modern history will be read in A and B together, and will form the basis of the grammatical work. Mj

A and B constitute a double major. Provisional credit will be given when A is finished. It will be made permanent when B is passed.

DR. NEFF

2. Intermediate French.—This is largely a language and drill course, and is intended to extend and complete the preceding course. It includes the reading of modern short stories and comedies, practice in composition, and especially work in French synonyms designed to increase the vocabulary. The work is largely conducted in French. Mj

DR. NEFF

3. Advanced French.—Idioms, synonyms, diction; a) systematic review of elementary French grammar; b) syntax; c) reading: Mérimée, "La chronique de Charles IX"; d) composition based on the reading. Mj

Prerequisite: Course 2.

MR. DAVID AND MR. BABCOCK

4. French Reading.—(A. Modern Novels or B. Modern Dramas.)

A. Modern Novels.—Anatole France, "Le crime de Sylvestre Bonnard;" Honoré de Balzac, "Eugénie Grandet;" George Sand, "La Mare au Diable." Criticism of the novel. Mj

B. Modern Dramas.—V. Hugo, "Hernani;" E. Augier, "Le gendre de M. Poirier;" A. Dumas fils, "La question d'argent;" E. Rostand, "Cyrano de Bergerac." Criticism of the drama. Mj

Prerequisite: Course 3.

MR. DAVID AND MR. BABCOCK

5. Advanced French Reading.—(A. Modern Dramas and Lyrics or B. Modern Novels and Lyrics.)

A. Modern Dramas and Lyrics.—The work will be based on the Dramas of 4 B and selections from the lyric poets, especially Chénier, Lamartine, Musset, Victor Hugo; versification; criticism of lyric poetry. Mj

B. Modern Novels and Lyrics.—The work will be based on the Novels of 4 A and selections from the lyric poets, especially Chénier, Lamartine, Musset, Victor Hugo; versification; criticism of lyric poetry. Mj

If A has been chosen in course 4, A of course 5 must be chosen; if B of course 4, B of course 5 must be chosen.

Prerequisite: Course 4.

MR. DAVID AND MR. BABCOCK

6. Molière and the French Comedy in the Seventeenth and Eighteenth Centuries.—Corneille, "Le menteur;" Molière, "Le misanthrope," "Les femmes savantes," "Les fourberies de Scapin," and "L'Avare;" Régnard, "Le joueur;" Marivaux, "Le jeu de l'amour et du hasard;" Piron, "La métromanie;" Beaumarchais, "Le barbier de Séville." The course will include a study of the lives of the principal authors, their influence on the theater, with intensive study of the plays mentioned above and rapid reading of a few other of their prominent works. Although this is primarily a literary course, comparison will be made between the language of these writers and that of today, and the more unusual constructions will receive consideration. The work will be conducted wholly in French. Mj

Prerequisite: The preceding 6 majors of the Junior College or their equivalent.

MR. DAVID AND MR. PATEL

7. Readings in Old French Literature.—Recognizing the growing importance of some historical knowledge of French as a part of the teacher's equipment, and of old French as an indispensable language in research work in modern literatures, this course aims to provide a reading knowledge of the language. It may be taken to advantage by students looking forward to advanced studies in residence. A good knowledge of modern French is presupposed, and some knowledge of Latin and German. Texts: "La Chanson de Roland;" "Aucassin et Nicolette;" "Erec et Enide;" "La représentation d'Adam." For reference: Nyrop, "Grammaire historique de la langue française," Vols. I and II. Mj

ASSOCIATE PROFESSOR JENKINS

8. Elementary Spanish.—The object of this course is to give the student a mastery of the essential principles of Spanish grammar. A textbook containing numerous practical exercises is used, and about a hundred pages of easy prose is carefully studied, with constant references to the grammar, and exercises in composition based upon the reading. Mj

MISS ENKE

9. Modern Spanish Novels and Dramas.—This is a course in the careful reading of several modern works, including "La Familia de Alvareda" by Fernán Caballero,

"José" by Palacio Valdés, and "Guzmán el Bueno" by Gil y Zárate. The course is intended to fit students for the appreciative reading of the best modern Spanish literature. Attention is constantly directed to points of syntax, idiomatic constructions, and synonyms, and each lesson contains a paragraph in English, based upon the reading, for translation into Spanish. Mj

Prerequisite: Course 8 or its equivalent.

MISS ENKE

10. Spanish Prose Composition.—This course is designed to give the student a practical command of Spanish as a medium of expression. It may be varied to adapt it to the needs of the student, now tending more to commercial forms of composition, now to those forms used in literature or by the traveler. Mj

Prerequisite: Course 8 or its equivalent.

MISS ENKE

11. "Don Quixote."—This is mainly an interpretative and critical reading course, embracing the first fourteen chapters of the first part and the first ten chapters of the second part of "Don Quixote." The life of Cervantes and the literary movement of his time will be noticed. In the reading, the peculiarities of syntax, style, and diction, as compared with later Spanish, will be studied. A bibliography of the more important works will be given, enabling the student who may wish to make a more extensive study of the author to do so. Mj

Prerequisite: Course 9 or its equivalent.

MISS ENKE

12. Old Spanish Readings.—Interpretation of selections from Kellar, "Altspanisches Lesebuch." Mj

ASSOCIATE PROFESOR PIETSCH

13. Elementary Italian.—The aim of this course is to ground the student in the essential grammar of the language, and to equip him with a vocabulary which will enable him to read simple Italian prose. Opportunity will be given for phonographic practice at small additional expense. Mj

DR. CIPRIANI

14. Advanced Italian.—Advanced courses in Italian will be arranged suited to the student's purposes and proficiency. The student must satisfy the instructor of his ability to enter upon the course proposed. (Informal.) Mj

DR. CIPRIANI

Members of the Romance Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XIV. GERMANIC LANGUAGES AND LITERATURES

1. Elementary German.

A. This course aims to ground the student in the essentials of German grammar through the reading of easy idiomatic German and exercises in which special attention is given to the construction of the verb, noun, and adjective. Mj

B. Continues and extends A. to include the passive voice and the subjunctive, and calls for extensive reading of easy prose. Mj

DR. VON NOÉ

2. Intermediate German.—Devoted primarily to the reading of easy modern prose, and incidentally to a rapid review of elementary German grammar. The text read will always serve as the drill-ground for grammar work. Attention will be directed constantly to German idiom, and from time to time the student will be required to reproduce in German what he has read. In the composition work emphasis will be laid upon word order and sentence structure, the knowledge of which is essential to the proper appreciation of the language. Mj

MR. GRONOW

3. Review of Elementary German Grammar and Syntax.—This course presupposes a previous knowledge of German equivalent to that afforded by Courses 1 and 2. It is intended for those who for any reason wish to make a brief systematic review of grammar and syntax, and consists of translation and other exercises based on short German stories, and of a limited number of original compositions embodying the principles reviewed. It will appeal especially (1) to students who desire to renew their acquaintance with the fundamentals preparatory to further study in the language; (2) to many German-Americans, and to those who have acquired their knowledge of the tongue by some natural method; (3) to candidates for the Ph. D. degree who are required to pass a preliminary examination in German. Mj

MISS KUEFFNER

4. Intermediate Prose Composition.—Translation of easy idiomatic English prose into German, intended to lead the student to appreciate the equivalence of English and German idiom. Mj

ASSISTANT PROFESSOR KERN

5. German Idioms and Synonyms.—The course comprises the study of (1) the method of word formation; (2) grammatical idioms; (3) synonyms, together with a thorough review of syntax. Attention is given to German-English cognates. Composition based upon selected modern German prose affords the basis of instruction. The course will be helpful to those who teach the language in secondary schools. Mj

MR. GRONOW

6. Scientific German.—This course is devoted to the reading of German publications on scientific subjects, German textbooks or articles from journals in some lines of natural science in which the student is mainly interested will be selected. It corresponds in prerequisites and linguistic difficulty to Course 5 in residence. Its aim is to enable the student to read German publications in the line of his studies, and to make him acquainted with the technical terminology. Short exercises in German composition connected with the text will occasionally be required. (Informal.) Mj

DR. VON NOÉ

7. Modern German Dramas.—This is primarily a reading course corresponding to Course 6 in residence. It aims at the acquisition of the foundations of idiomatic German on the basis of the language of the dramas read. A short theme in German on the subject chosen from the reading is required with each lesson. Mj

DR. VON NOÉ

8. The German Short Story.—The development of the short story ("Novelle") into an art-form is one of the most interesting phenomena of nineteenth-century literature. The study of this evolution in Germany, together with the various forms of the short story extant—the dramatic, the lyric, the historical, the social, etc.—is the object of this course. The student will read, under guidance, selected stories of Lieck, Hoffmann, Riehl, Auerbach, Rosegger, Meyer, Keller, Fontane, Liliencron, and others. Reports and essays (in German) will be required. This course may be taken by anyone who has a fair reading and writing knowledge of German. Mj

DR. VON KLENZE

9. Deutsche Aufsätze und Stilübungen.—An advanced course in composition corresponding to Course 11 in residence. It includes a study of masterpieces of the best German stylists and the criticism and development of graded themes. The theme-subjects deal with German life, history, and literature. The aim of the course is to develop the student's ability in essay writing. Of special value to teachers. Mj

DR. VON NOÉ

10. Outline History of German Literature.—

A. Includes a survey of the development of German literature from the scanty remnants of the earliest period of tribal migrations, heroic romances, and early ballads, through the first period of efflorescence—the twelfth and thirteenth centuries with their troubadours and national epics; the period of humanism and the reformation, up to the second period of efflorescence—the eighteenth century. Mj

B. Aims at a more detailed study of prominent writers of the eighteenth century; the Romantic Movement with its best representatives, and the most characteristic novelists, dramatists, and lyricists of the nineteenth century. A is not prerequisite to B. Mj

Prerequisites for both A. and B. Students taking either one of these courses must have a good reading knowledge of German as well as the ability to write with some ease. It is advisable that at least one of the courses in some special field of German literature as "The Short Story" or "Goethe's Lyrics," or their equivalents, should precede this course.

DR. VON KLENZE

11. Goethe's Lyric Poetry as an Exponent of His Life.

—No writer so minutely reflects his moral and intellectual growth in his lyric poetry as does Goethe. A chronological study of his lyrics affords, therefore, a subtle appreciation of his whole individuality. The student will pursue a study of the standard biographies of Goethe together with his letters and autobiographical writings, while at the same time reading carefully the lyrics written during each period of his life. Essays are required throughout the course. Mj

DR. VON KLENZE

12. Gothic.—A consideration of Gothic phonology, morphology, and syntax in connection with the reading of selections from the Bible translation of Ulfila. Mj

ASSISTANT PROFESSOR WOOD

13. Old High German.—The reading of selections from Braune's "Althochdeutsches Lesebuch," with reference to the same author's "Althochdeutsche Grammatik." This course is a natural sequent of Course 12.

Prerequisite: Course 12 or its equivalent. Mj

ASSISTANT PROFESSOR WOOD

Members of the Germanic Department will endeavor to arrange informal courses for students who are able to do work of an advanced nature, whenever practicable.

XV. THE ENGLISH LANGUAGE AND LITERATURE, AND RHETORIC**ELEMENTARY**

1. English Grammar.—An elementary course in practical English grammar, assuming no technical knowledge of the subject, and intended for students who need instruction or review in such fundamentals as the parts of speech, their correct use in the sentence, punctuation, capitalization, etc. Foreigners imperfectly acquainted with English idiom will find this course of value, and in many cases it will be needed as preparation for the following composition courses. The exercises of the course consist mainly in the correction of faulty sentences, parsing and analysis, and the writing of sentences to illustrate the principles discussed. Mj

DR. MARSH

ACADEMY

2. Preparatory English Composition.—This course is designed for those who wish practice, under criticism, in the simpler forms of English composition, and elementary instruction in rhetorical principles. It consists of exercises based upon the study of a prescribed textbook, and themes on subjects usually assigned by the instructor. Those who successfully complete the course should have no difficulty in passing the ordinary college entrance examination in English

composition. Teachers in secondary schools should find the course helpful in their work. Business and professional men whose training has been deficient can gain valuable experience in practical composition. Mj

DR. MARSH

3. Preparatory English Literature.—The instruction in this course will be based from year to year upon the standard requirements in English literature for admission to college, and students who successfully complete the course should have no difficulty in passing the entrance examination. The aim, however, is to make the course valuable not only to such students, but also (1) to teachers of English in preparatory schools, and (2) to all persons who wish to take up, either for the first time or by way of review, the more simple and concrete phases of the study of literature. Students who have once registered for this course may secure instruction on the new books added in any subsequent year upon payment of \$5 for that year.] Mj

MRS. MOORE

COLLEGE

4. English I.—This course is designed to be a full equivalent of English 1 (the first course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The aim of the course is to give the student a practical knowledge of the principles of rhetoric, and of their application to English writing. To this end he will write twenty short themes on a wide range of subjects and prepare twenty exercises illustrating the use of words, the structure of sentences, paragraphs, and whole compositions, and other rhetorical subjects. Exercises and themes will be criticized in detail and returned to the writer for correction.

Mj

DR. MARSH

5. English III.—This course is designed to be a full equivalent of English 3 (the second course in English rhetoric and composition required of all students in residence) and commands corresponding credit. The course aims (1) to give training in structure, and (2) to give instruction and practice in the four forms of composition—exposition, argumentation, description, and narration. To these ends the emphasis is laid on exposition and argumentation, textbooks are required, lesson papers must be submitted, and a final examination taken. The written work, aside from the foregoing, will consist of six long themes each from 1,000 to 1,500 words in length, and ten short themes of from 100 to 200 words each. Admission to the course may be obtained by passing creditably English I, or by submitting to the instructor an original exposition or argument showing ability.

Mj

MRS. FLINT

6. English IV.

A. EXPOSITORY—ARGUMENTATIVE.—This course gives a more detailed study of exposition and argument than is afforded by English III. The work consists of (1) the writing of papers on the theory of these forms of composition as set forth in texts used, and (2) the writing of two expositions, two briefs, and two arguments. Mj

B. DESCRIPTIVE—NARRATIVE.—In this course the descriptive study is incidental to the narrative. The work is based on the reading of six novels and a number of short stories. It consists (1) in the writing of papers on the theory of narrative writing as discussed in a text and illustrated in the novels and stories read and (2) in the writing of sixteen short themes and four long ones, three of these, short stories. Mj

Admission may be obtained in one of two ways: (1) by passing creditably English III; (2) by submitting to the instructor a manuscript showing ability. University credit will be given on recommendation of the instructor.

MRS. FLINT

7. **English V.**—This course is intended for persons who have already mastered the technical difficulties of ordinary writing, and who are interested in some special form of literary production—e. g., the editorial, the short story, the book review, etc., in which they desire instruction through criticism of the manuscripts submitted. The applicant for admission to this course should submit a statement of the work which he wishes to do, accompanied by an example of his writing which may serve as the opening theme of the course. The themes may form a connected whole, as chapters of a story or essay, or they may be unconnected in material, but similar in form. They are expected in general to represent practice along a single line of effort, but by arrangement with the instructor the work of the course may be divided between any two of the above-mentioned forms of writing. No formal instruction is given in the elements of style or structure, but the general plan and the successive themes will be criticized with a view to helping the student to master the special problems involved in the form of writing which he has chosen. In general, twelve themes will be required, but the number will vary somewhat according to the length of the several themes. Mj

MRS. FLINT

8. **The Development of English Literature.**—This course is designed to be the full equivalent of English 40 in residence, the first required course in English literature. It introduces the student to the whole range of English literature in a series of connected masterpieces from Beowulf to Tennyson. The aim is not only to give some knowledge of the masterpieces in themselves, but to study their connection in the development of English literature; to observe the way in which the literature of each period has changed and developed into that of the succeeding period; to note what it has taken from the literature which preceded it, and what it has bequeathed to that which followed it. Some attention is given also to tracing a connection between the principal historic events and conditions of each period, and the literature of its own and succeeding periods. The course, as a whole, affords a broad foundation for more detailed and critical study. Mj

MRS. MOORE

9. **An Introduction to American Literature.**—A series of studies of American Life in American Literature. The first few lessons are given over to pre-Revolutionary literature for the purpose of observing the earliest departures from English models and traditions. Chief emphasis is, however, thrown on the poets, essayists and novelists of the nineteenth century. The course is concluded with a general survey of that distinctively American product—the contemporary “novel of the soil.” While the aim of the course is to put the student in the way of obtaining a preliminary acquaintance with the subject as a whole, assigned readings are restricted to selected works of twelve or fifteen representative men of letters. Mj

MISS CRANDALL

*10. **The Teaching of English Composition in Secondary Schools.**—This course will include a survey of methods in American and foreign schools, and will outline the problems involved in teaching adolescents the art of literary expression. These problems arise mainly from three circumstances: first, the fact that composition is at the same time a fine art and a tool in every day business intercourse; second, that like the teaching of literature it is based on the psychology of adolescence; and third, that it is a most important agent in education, being the readiest medium of self-expression. Mj

MISS CRANDALL

11. **The Teaching of English Literature in Secondary Schools.**—This course proposes a definite aim in teaching,

based on the function of art in education. The main topics involved are the place of literature in general culture, its special relations to adolescence, the psychology of adolescence, the course of study, and methods of study. Mj

MISS CRANDALL

NOTE.—For admission to any one of the following courses, Course 8 or its equivalent is prerequisite.

12. **Shakspeare: Typical Plays.**—The underlying conception or central idea of this course is the development of Shakspeare's mind and art. His plays are regarded as an organic whole, forming the stages in a continuous mental growth—a progressive revelation of their author's genius and the great variety of his powers. To this end the following plays, typical of the various periods in his life as artist, are critically studied in their literary aspect and in the order of their creation: “Henry IV,” “As You Like It,” “Othello,” “King Lear,” “Antony and Cleopatra,” and “The Tempest.” For purposes of comparison the student is required to read also: “The Two Gentlemen of Verona,” “Richard III,” and “Romeo and Juliet.” Some attention is given incidentally to the history of Shakespeare's laughter—the comic as conceived by the dramatist at the different periods of his life—as throwing light on the growth of his character, intellect, and moral nature. Mj

ASSOCIATE PROFESSOR TROOP

NOTE.—The following courses, 13-17, comprise a series of reading courses, corresponding to English 42-48, in residence, which cover with some minuteness the history of English literature from the beginning of the modern period down to 1892. In each major the work consists mainly in the reading of a large number of representative masterpieces of the period, and the preparation of answers to questions based upon this reading. Text-book work in a literary history of each period is assigned; and the lesson sheets furnish much supplementary material, such as bibliographies of the required authors, suggestions for study of their principal works, etc. These courses (or their equivalents) are required of all candidates for the Doctor's degree in English, and at least four of them (or equivalents) for the Master's degree. Hence, though a year of resident study is required for the Master's degree, students may take these required courses by correspondence and later do more highly specialized work in residence. Graduate credit will be given to properly prepared students, who do creditable work in their recitation papers and pass the final examination given on each major. Students not entitled to graduate credit, moreover, may register for any of the courses, the only prerequisite being course 8 or its equivalent. It is not necessary that the series be taken in chronological order, as each major is complete in itself; but those intending or desiring to take the whole series are advised to follow the chronological order. The series as a whole is designed to give first-hand knowledge of the chief masterpieces of modern English literature, excepting only Shakspeare's works, which are treated in a special course.

13. **English Literature from 1557 to 1642.**—Reading of Spenser (at least one book of *The Faerie Queene* and various shorter poems), Wyatt, Surrey, Sackville, Sidney, Herrick, Milton (minor poems), and other poets; plays by Marlowe, Jonson, Beaumont and Fletcher, and lesser dramatists both before and after Shakspeare; Ascham's “Schoolmaster,” portions of Lyly's “Euphues” and other works of fiction, Sidney's “Defence of Poesie,” Bacon, Raleigh, and Sir Thomas Browne. Mj

DR. MARSH

14. **English Literature from 1642 to 1744.**—Reading of representative prose works of Milton, Jeremy Taylor, Izaak Walton, Pepys, Clarendon, Bunyan, Dryden, Addison, Steele, Defoe, and Swift; poems of Milton from books of (“Paradise Lost,” “Samson Agonistes,” etc.), Dryden, Pope, Thomson, and numerous minor poets; plays by Dryden, Otway, Congreve, Wycherley, and other Restoration dramatists. Mj

DR. MARSH

15. **English Literature from 1744 to 1798.**—Reading of novels by Richardson, Fielding, Smollett, Sterne, Johnson, Goldsmith, the so-called “Gothic” romancers, and Fanny Burney; miscellaneous prose by Johnson, Goldsmith, Boswell, Gibbon, and Burke; poems by Gray, Collins, Goldsmith, Chatterton, Blake, Cowper, Crabbe, Burns, and others; plays by Goldsmith and Sheridan. Mj

DR. MARSH

16. English Literature from 1798 to 1832.—Poems by Wordsworth, Coleridge, Southey, Scott, Campbell, Moore, Byron, Shelley, Keats, Hunt, Hood, Landor; novels by Scott and Jane Austen; miscellaneous prose by Coleridge, Lamb, Hazlitt, DeQuincey, the reviewers, etc. Mj

DR. MARSH

17. English Literature from 1832 to 1892.—Reading of numerous poems by Tennyson, the Brownings, Matthew Arnold, Clough, the Rossettis, Swinburne, Morris, and others; novels by Dickens, Thackeray, Charlotte Brontë, George Eliot, Meredith, Hardy, and Stevenson; miscellaneous prose by Carlyle, Macaulay, Newman, Arnold, Pater, Ruskin, and Stevenson. Mj

DR. MARSH

18. Studies in the Poetry of Robert Browning.—Special attention is given to the art poems, the religious poems, and the love poems. M

MISS RADFORD

19. Studies in the Poetry of Tennyson.—The course includes a study of "In Memoriam," "The Idylls of the King," "Maud," and the minor poems. Mj

MISS RADFORD

20. English Novelists of the Nineteenth Century.—By a study of selected novels of Jane Austen, Scott, Dickens, Thackeray, George Eliot, and Stevenson, an attempt is made to give the student some insight into the characteristics of the genius of each author, and to interpret the several fictions as the expression or reflection of social life. The course includes a brief preliminary sketch of the development of the novel, a review of the Romantic movement, and incidentally and as illustrated by the six writers studied, an examination of the elements of prose fiction. Mj

ASSOCIATE PROFESSOR TROOP

21. English Essayists of the Nineteenth Century.—An advanced undergraduate study of six essayists, including a brief preliminary discussion of the appearance in England of the essay, and its development as a literary form. The work is based upon typical essays of Lamb, De Quincey, Macaulay, Carlyle, Ruskin, and Arnold. Newman or Hazlitt may be substituted for De Quincey if desired. The method of study is the biographical, and historical, and to a limited extent the philosophical. Emphasis is laid upon the intimate relation of literature to the forces of social life. Mj

ASSOCIATE PROFESSOR TROOP

22. American Literature: The Renaissance of New England.—This course embraces a study of Emerson, Whittier, Longfellow, Lowell, Holmes, and Hawthorne—the representative writers of that period of intellectual activity in New England which roughly corresponds with the first half of the Victorian era. The various ways in which this activity expressed itself—in oratory, scholarship, Unitarianism, transcendentalism, and reform—are incidentally examined in so far as they affected or were affected by these writers. Sufficient attention is given to the general history of American literature to make this period intelligible to the student. Mj

ASSOCIATE PROFESSOR TROOP

23. Modern Realistic Fiction.—This course is designed to present the content and method of a typical group of realistic novels. The following works, or their equivalents, will be read: George Eliot's "Silas Marner," Hardy's "Tess of the D'Urbervilles," Ward's "Marcella," Howell's "A Modern Instance," Meredith's "The Egoist," Tolstoi's "Anna Karénina," Maarten's "The Great Glory," Zola's "L'Assommoir," Sudermann's "The Wish," Wilkin's "Pembroke," Mj

MISS RADFORD

24. The Short Story in English and American Literature.—In connection with a brief résumé of the history of

the short story in England and America, students will read, critically, a number of representative stories by Irving, Hawthorne, Poe, Dickens, Bret Harte, Henry James, Page, Cable, Stockton, Davis, Mary E. Wilkins, Hardy, Doyle, Stevenson, Kipling, Hewlett, and others. The critical study will be devoted principally to investigation of the methods by which effectiveness is secured. Mj

DR. MARSH

25. The Principles of Literary Criticism.—This course presents and compares some of the most influential critical tenets; examines the relations of literature to other arts, and the support given to criticism by recent studies in the psychology of artistic production. Theory is supplemented throughout by studies in literary interpretation. Mj

MISS CRANDALL

26. Elementary Old English.—Grammar and reading, corresponding to English 21 in residence. Mj

DR. MARSH

27. Advanced Old English.—"Beowulf."—An elementary reading course in Old English Poetry. (Informal.) Mj

ASSOCIATE PROFESSOR BLACKBURN

28. Advanced Old English.—"Cynewulf's Works."—An advanced reading course in Old English Poetry. (Informal.) Mj

ASSISTANT PROFESSOR BLACKBURN

XVI. GENERAL LITERATURE

This Department offers work to two distinct classes of students: (1) those doing graduate work in comparative literature, for whom a knowledge of the original languages and some previous training in literature are indispensable; (2) those doing undergraduate work, who wish to become acquainted with foreign literatures for the purpose of general culture, and for whom a reading knowledge of the original languages, though desirable, is not necessary.

1. German Literature (in English).—This course attempts a survey of the principal movements in German Literature from its first appearance to the present day. Representative authors are studied and constant attention is given to the connection of social and intellectual life with German poetry. Frequent parallels are drawn with corresponding developments in English literature. Mj

DR. VON NOÉ

2. Goethe's Life and Works.—The work of Goethe, who has been called by Matthew Arnold "the greatest poet, the clearest, the largest, most helpful thinker," will be studied mainly from the point of view of its contribution to the world's history of thought and culture. Its relation to the great cultural movements of his age will be studied in detail, and a careful literary analysis will be made of the chief dramas, novels, and lyrics. The work will consist (1) in answering critical and interpretative questions on the text; (2) in writing brief studies on topics suggested by the cultural setting by lines of thought to be followed through several of Goethe's works, or by comparison with related works in other literatures. Mj

Prerequisite: Courses 4 and 8 in English or their equivalent.

MISS KUEFFNER

3. Milton and Dante.—This advanced undergraduate course comprises the critical study of Milton's "Paradise Lost," the Epic of Protestantism, and the careful reading (in translation) of Dante's "Divina Comedia," the Epic of Catholicism. Dante, who interprets all Mediæval Europe, is the closest analogue of Milton, who represents Puritan England and the whole spirit of Puritanism. They preserve and express in forms of epic poetry the profoundest senti-

ment and highest spiritual aspirations of their respective ages. To bring out these facts and to present in outline the religious philosophy of each of the poets is the main purpose of this course of study. In the case of the English author considerable attention is given to the form through which the thought reaches the reader, and to the peculiar power which lies in Milton's style. It is presupposed that the student has some knowledge of the nature of poetry in general, of its different varieties, and of the various kinds of rhymes, meters, etc. Mj

ASSOCIATE PROFESSOR TROOP

4. **Studies in Recent Drama.**—This course embraces a study of selected plays of Ibsen, Sudermann, Hauptmann, D'Annunzio, Phillips, Jones, Pinero, and Shaw. About half the work will be put upon the plays of Ibsen. Mj

MISS RADFORD

XVII. MATHEMATICS

ACADEMY

1. Elementary Algebra.

A. This course presupposes no acquaintance with the subject, and treats of: general number, algebraic number, the four fundamental operations, integral algebraic equations, type-forms in multiplication and division, factoring with the usual applications, fractional and literal equations in one unknown number, interpretation of solution of problems, simultaneous linear equations, with solutions of numerous problems and interpretations, indeterminate linear equations, evolution and inequalities, every topic illustrated by many examples. The theory is thorough and rigorous. Fisher and Schwatt's "Higher Algebra." Mj

ASSISTANT PROFESSOR HOOVER

B. Continues A, taking up irrational numbers, surds, imaginary and complex numbers, quadratic equations, equations leading to quadratics, roots of quadratic equations, adaptation to questions in maxima and minima, equations of higher degree than the second, irrational equations, simultaneous quadratic and higher equations, ratio, proportion, variation, theory of exponents, the progressions, the binomial theorem for a positive integral exponent, logarithms developed to application of tables in computation, compound interest and annuities. Fisher and Schwatt's "Higher Algebra." Mj

ASSISTANT PROFESSOR HOOVER

2. **Plane Geometry.**—The theory is well illustrated by numerous original exercises. The first major comprises the first three books; the second, the remainder of plane geometry. Wentworth's "Plane and Solid Geometry." (Revised.) DMj

ASSISTANT PROFESSOR HOOVER

3. **Solid Geometry.**—Here, as in plane geometry, emphasis is laid on exercises calling for original work. Wentworth's "Plane and Solid Geometry." Mj

ASSISTANT PROFESSOR HOOVER

COLLEGE

4. **Plane Trigonometry by the Laboratory Method.**—It is one of the tenets of the laboratory method of mathematical instruction that the student shall approach each principle and each problem from at least two of the following standpoints: the graphical (by use of drawings, generally to scale), the analytical (by use of formula), the arithmetical (by use of tables), and the mechanical (by simple experiments or by appeal to simple physical principles.) Experience shows that the total effect of the views from the various angles gives greater mastery than a single view, however clear. At the outset of the course in trigonometry, the graphical and arithmetical views are emphasized. The obvious properties of the graphs (on square-ruled and polar

paper) lead naturally to all the fundamental formulae of plane trigonometry. This method is in marked contrast to the current method by which each formula makes its appearance from some unseen source to be followed by a more or less artificial proof. When the concepts and formulae of trigonometry are thus naturally acquired, the student proceeds to the usual computations and applications as given in a standard text. But graphical computation also is emphasized, first on pedagogical grounds, next for purposes of check, and finally for its intrinsic importance to engineers and others who require fairly accurate, but rapid, solutions. Mj

ASSISTANT PROFESSOR DICKSON

5. **Plane Trigonometry.**—The student is expected to examine the theory of the subject carefully and give evidence of his mastery of it by working numerous examples. Special attention is given to computation in which Hussey's or Bremikers' tables are used. The course covers about the first two hundred pages of the text, Bowser's "Treatise on Plane and Spherical Trigonometry." For a review and more advanced course in this subject, Chauvenet's text is used (cf. Course 6). Mj

ASSISTANT PROFESSOR HOOVER

6. **Spherical Trigonometry.**—The work is based on the latter part of Chauvenet's "Plane and Spherical Trigonometry." (Informal.) M

ASSISTANT PROFESSOR HOOVER

7. **College Algebra.**—This includes chapters in permutations and combinations, probability, variables, and limits, infinite series, binomial theorem for any rational exponent, undetermined coefficients, summation of series, exponential and logarithmic series, determinants, and theory of equations, with abundant exercise in solution of illustrative examples. Fisher and Schwatt's "Higher Algebra." Mj

ASSISTANT PROFESSOR HOOVER

8. **Plane Analytic Geometry.**—The student with good command of the preceding courses secures in this course a control of the elementary processes and principals of the powerful science of analytic geometry—a science of systematic application of algebra and trigonometry to the study of problems of geometry. For beginners, Bowser's "Elements of Plane and Solid Analytical Geometry" is used. For those having some acquaintance with the science Loney's (Plane) "Co-ordinate Geometry" is used. Mj

ASSISTANT PROFESSOR HOOVER

9. **Solid Analytical Geometry.**—C. Smith's "Solid Geometry." (Informal.) Mj

ASSISTANT PROFESSOR HOOVER

10. **Calculus (Culture Course).**—This course is for those who do not wish to pursue the longer course in the Calculus but who nevertheless desire an introductory knowledge of the subject sufficient at least to gain an idea of the way in which this potent instrument is used in attacking the practical problems of geometry, mechanics, physics, and other sciences. It will also serve the purpose of those who wish to make preliminary preparation for the more exhaustive study of the subject. It presupposes a working knowledge of trigonometry, college algebra, and the elements of analytical geometry. Mj

ASSISTANT PROFESSOR SLAUGHT

11. **Calculus.**—This subject is presented in two majors, the first treating of the differential, and the second, of the integral calculus. The fundamentals are carefully studied and find extended and varied application in the selected problems. Osborne's "Differential and Integral Calculus." DMj

ASSISTANT PROFESSOR HOOVER

12. **Advanced Calculus.**—Especial attention is given to

the theory. Byerly's "Differential and Integral Calculus" (latest edition). (Informal.) DMj

ASSISTANT PROFESSOR HOOVER

13. **Analytical Mechanics.**—An elementary course, requiring a good working knowledge of the previous courses. The main divisions of the subject, statics and dynamics, are well illustrated by typical examples. Bowser's "Analytical Mechanics." Mj

ASSISTANT PROFESSOR HOOVER

14. **Elements of Theories of Probability and of Least Squares.**—In this course enough of the mathematical theory will be given to fit the student to pursue the following course with profit. The fundamental conceptions are carried far enough to put the student in practical possession of the theories of these subjects. Mj

PROFESSOR MYERS

15. **The Theory of Errors.**—This course requires a fair academic knowledge of enough differential and integral calculus to make clear the meaning and use of the probability-integral. It will have little to do with the theory of probabilities or of least squares further than relates to the discussion of erroneous observational data and the best-known and most practicable methods of eliciting from such data their content of truth. Mj

PROFESSOR MYERS

16. **Advanced Theory of Equations.**—The earlier part of this course gives a very complete treatment of the theory of equations; the latter part includes determinants, symmetric functions, invariants, transformations, substitutions, and groups. Burnside and Panton's "Theory of Equations," fourth ed. (Informal.) DMj

ASSISTANT PROFESSOR HOOVER

17. **Differential Equations.**—This course presupposes a good working knowledge of Calculus. Johnson's "Differential Equations." (Informal.) DMj

ASSISTANT PROFESSOR HOOVER

18. **Projective Geometry.**—Reye's "Geometrie der Lage." (Informal.) Mj

PROFESSOR MOORE

GRADUATE

19. **History of the Science of Mathematics.**—This course is intended to put the student in possession of a knowledge of the most fruitful epochs and of the most salient influences of mathematical history; to make him more keenly appreciative of the fact that his science is and always has been a growing science, to inform him that the attitude of mind exhibited by the works of the great mathematicians is most conducive to progress today; in short, to assist the mathematical student to a more intelligent identifying of himself with those men and movements which are making for mathematical advance at the present time. Mj

PROFESSOR MYERS

20. **History of the Teaching of Elementary and Secondary Mathematics.**—(Cf. description below.) Mj

PROFESSOR MYERS

21. **Advanced Analytical Geometry.**—Charles Smith's "Conic Sections," with chapters on trilinear co-ordinates, reciprocation, etc. (Mj); or Whitworth's "Modern Analytical Geometry," limited to the trilinear and quadrilinear notation (informal, DMj); or Salmon's "Conic Sections," extended to include the invariant theory, involution, projection, etc., a standard treatment. (Informal, DMj)

ASSISTANT PROFESSOR HOOVER

22. **Differential Equations.**—Forsyth's "Differential Equations." (Informal.) DMj

ASSISTANT PROFESSOR HOOVER

23. **Spherical Harmonics.**—This course gives chief attention to such special forms of partial differential equations as integrate into the standard series and functions called for in advanced studies in heat, light, vibration, electricity, and gravitation. The course will be of special value to students or teachers of mathematics, advanced physics, mechanics, and astronomy, whose mathematical training has not been as extended as it should have been. Emphasis will be laid about equally upon academic and pedagogic phases of study. Practical electricians and engineers of good attainment will find the course especially helpful to them. Mj

PROFESSOR MYERS

24. **Analysis.**—Stolz's "Allgemeine Arithmetik," Picard's "Traité d'analyse." (Informal.) 4 Mj

PROFESSOR MOORE

25. **Theory of Functions of a Complex Variable.**—Harkness and Morley's "Introduction to Analytic Functions;" with students who read German, Burkhardt's "Einführung in die Theorie der Analytischen Funktionen" will be used. (Informal.) DMj

PROFESSOR MOORE

26. **Elliptic Functions.**—Tannery et Molk's "Éléments de la théorie des fonctions elliptiques." (Informal.) DMj

PROFESSOR MOORE

27. **Algebra.**—Weber's "Lehrbuch der Algebra." (Informal.) DMj

PROFESSOR MOORE

28. **Numbers.**—Bachmann's "Zahlentheorie." (Informal.) DMj

PROFESSOR MOORE

SCHOOL OF EDUCATION

29. **Review Course in Mathematics for the Elementary School.**—This is designed primarily for the review and restudy, from the teacher's point of view, of the subject-matter upon which the mathematical work of the elementary schools should be based. It deals largely with the applications of mathematics to quantitative problems and questions of school environment and every day life. The number work of geography, nature-study, commerce, business, of construction, and of the industries will receive special emphasis. Out of work drawn from these various sources the science of arithmetic will be derived. The bulk of the work will consist in the actual solution of problems drawn from modern life and representing real conditions. The course will be given under the following heads: (1) work in counting, indefinite comparison, and measurement, covering the period from Grade I to Grade V, inclusive; (2) work in direct measurement, definite comparison, and ratio, covering the period from Grade III to Grade VII, inclusive; (3) direct and indirect measurement and comparison, covering the period from Grade V to Grade VII, inclusive; (4) observational and experimental geometry; inductive geometry and generalized arithmetic, covering the period from Grade V to Grade X, inclusive. Mj

PROFESSOR MYERS

30. **Pedagogy of Mathematics of the Elementary Schools.**—This course will be based upon the preceding course or its equivalent, and will deal with its educational aspects and pedagogical justifications. While concerning itself chiefly with modern reasons and methods for the teaching of arithmetic, it will not ignore the historical forces and factors out of which the best modern procedure has been evolved. Laboratory and field work in mathematics teaching will be studied, and the psychological grounds for these means of imparting mathematical knowledge will be recapitulated. The kind and place of elementary geometry and algebra in the grades will be considered. The following synopsis will indicate the nature of the work: (1) correlated, applied, and formal number work in grades I to V; (2)

theoretical and practical arithmetic of business, of the industries, of elementary science, and of the builder's trade; (3) such geometry and algebra as the pupil is ready for and as will properly graduate his steps toward the high-school; (4) the correlation of these three lines of work into an organic whole for the elementary pupil. Mj

PROFESSOR MYERS

31. **The Teaching of Secondary Mathematics.**—This course presupposes a good knowledge of high-school geometry and algebra. A knowledge of plane trigonometry is desirable, though not required. The course will deal with the problems of the high-school teacher so far as related to the actual work of the classroom. Considerable work in gathering real material and preparing plans for topics of local, general, scientific, social, or industrial interest will be required. The following summary will show the phases of high-school mathematics teaching to be dealt with: (1) high-school arithmetic, geometry, algebra, and physics taught abreast during the first four years; (2) laboratory work in geometry, algebra, trigonometry, and elementary mechanics during the second and third years; (3) laboratory and field work in secondary mathematics and sciences, together with much abstract work in the third and fourth years; (4) the correlation of this work into a unified mathematical whole. Mj

PROFESSOR MYERS

32. **The Psychology of Number.**—The work of this course requires a good knowledge of the subject of arithmetic and some power of abstract thought. Questions having to do with the psychological genesis and growth of the number concept are examined. The psychologic grounds for and against the ideas which have dominated pedagogic method in the elementary mathematics are critically examined. The variable unit conception of number is studied with special care. The purpose of the course is to make teachers of elementary mathematics clearly conscious of the function of this subject in elementary education, thereby rendering this practice immune from contagion of shallow mechanical devices as methods of training the number faculty of children. Mj

PROFESSOR MYERS

33. **The Mathematics of History, Geography, Nature-Study, and Constructive Work, for Elementary Schools.**—The purpose of this course is to aid teachers of all grades of the elementary schools to gather and organize for use in mathematics the quantitative material of the central subjects. Besides furnishing much problem material, it gives samples of ways to systematize this material to meet the needs of arithmetic both as a science and an art. Without neglecting the mathematical requirements of elementary schools, it shows how to teach the uses of arithmetic and the elements of algebra and geometry in the affairs of everyday life. It is essentially a course on the mathematics of the central subjects of the elementary school. Its aim is to teach elementary school mathematics through its uses, and to assist in unifying the school work. Mj

PROFESSOR MYERS

34. **Mathematics for Teachers and Students of Geography and History.**—The work of this course is based upon commercial geography and industrial history. It deals mainly with comparative studies of the industries and of the industrial products of our nation today with those of former times and of other leading nations. The graphical method is the dominant mathematical procedure. The problems are taken largely from the latest statistical sources for corn, cotton, coal, rice, coffee, etc., and from the bulletins of the United States departments, and from agricultural experiment stations. An important purpose of the course is to furnish numerous exemplifications and suggestions as to ways of using this material in the teaching of mathematics.

The course is intended to help both regular grade teachers and special teachers of geography and history, in either elementary or secondary schools, who desire to correlate more closely industrial and commercial studies with the regular mathematical work. Mj

PROFESSOR MYERS

35. **Mathematics for Teachers of Handicraft.**—This is a course for teachers of either elementary or secondary schools. It will concern itself with a study of the relation and meaning of the work in manual training, domestic science, and drawing and designing to the mathematical work already in the curricula of the public schools. It will assist special teachers of the arts, to relate their work more intelligently and more organically to the all-round work of their pupils. The purpose of the course is to study and to organize mathematical subject-matter from the view-point of the arts and technologies. Mj

PROFESSOR MYERS

36. **Mathematics for Teachers and Students of Home Economics.**—This course is designed for both actual and intending teachers of home economics in either the elementary or secondary school. It presupposes a fair academic knowledge of arithmetic, elementary algebra, and geometry. It covers the following three phases of the professional duty toward mathematical work of teachers of home economics; (1) the modern point of view of the teaching of mathematics in elementary and secondary schools; (2) the educational purposes and grounds that are common to home economics and mathematics in these schools; (3) the best methods of solving and of pedagogically evaluating the mathematical problems that arise in the teaching of home economics in these schools. Some of the sources whence the problems are drawn are cooking; drawing; heating and ventilating houses, chemistry of foods, dietetics, etc. Mj

PROFESSOR MYERS

37. **Astronomy for High-school Teachers.**—This is a course for high-school teachers who desire to make astronomy a more vital force in secondary education than is possible with a mere textual description of astronomical facts and phenomena. Teachers of all branches of secondary science recognize that the day of mere textbook science is past, and that the reason astronomy is being so generally dropped from the high-school is that, as the subject is usually taught, both its scientific and its educational value are very largely lost. This is a course along experimental, observational, and scientific lines. Mj

PROFESSOR MYERS

38. **Plane Trigonometry and Surveying with Surveyor's Tape and Extemporized Apparatus.**—Most of the problems of elementary surveying will be included in this course. It is to assist teachers of secondary mathematics, who can expend but little, if any, money for equipment, to vitalize their teaching by introducing into their work such practical applications of the mathematical problems proposed by the class as will make the propositions appeal to the class as presenting real problems needing solution. Most surveying, though ordinarily done with expensive instruments, can be done quite well with a tape and water level. To execute the work in this way makes more mathematical work necessary, but this is not an objection when the prime purpose is mathematical, rather than practical. The few instruments needed for the course may be rented from the University for a small fee. Mj

PROFESSOR MYERS

39. **Surveying and Plane Trigonometry Taught Simultaneously.**—This is for high-school teachers or for individuals who have had plane geometry and elementary algebra through quadratics. It will be useful for persons who cannot, or do not care to take time enough for a course in

trigonometry before beginning with its most common uses. Such and so much trigonometry as is needed to do the work in surveying will be taught when and where the surveying calls for it. The course may be so taken as to count for either one or two majors, according to the quantity of the work done. It will be given only to persons who have access to the use of a transit, engineer's tape, and the customary scales for use in plotting topographic work. Topographic maps must be submitted to the instructor, at the expense of the student.

Mj or DMj
PROFESSOR MYERS

40. **The Teaching of College Algebra, Trigonometry, and Analytics.**—A good academic knowledge of these subjects is required for admission to this course. The following topical enumeration will suggest the nature of the questions considered: (1) the purpose of college algebra, trigonometry and analytics, in the curriculum of the college; (a) viewed from the teacher's standpoint, (b) viewed from the student's standpoint; (2) method of teaching these subjects as determined by this purpose; (3) the correlation idea as applied to Freshman college mathematics; (4) the laboratory method in Freshman college mathematics; (5) use of graphical work early and all along; (6) applications of these subjects in teaching them; (7) dangers of this teaching becoming too abstract; (8) order and sequence of special topics. Any recent text in each of these subjects will answer.

Mj
PROFESSOR MYERS

41. **The Teaching of Differential and Integral Calculus.**—A good academic acquaintance with these subjects is required for admission into this course. The following topics will indicate the character of the work: (1) teaching calculus through its uses in mathematical physics and mechanics; (2) the historical order of development of the subject: (a) method of exhaustions, (b) method of indivisibles, (c) method of infinitesimals, (d) method of rates; (3) the best conception of the fundamental notions of calculus for beginners; (4) the gradual working-out by the student of the notion of the integral as an anti-derivative, and consequences; (5) notions of the calculus in the high school; (6) graphical calculus.

Mj
PROFESSOR MYERS

42. **History of the Teaching of Elementary and Secondary Mathematics.**—Especial attention is here given to the historic order of evolution of the subject-matter of arithmetic, algebra, geometry, and trigonometry, and to the ideas which, among the various peoples who have contributed to these subjects, have determined the place and function of these subjects, from age to age, in the education of the youth. The work will be conducted from the higher point of view of the teacher and with reference to the meaning, for current teaching of these subjects, of the historic stages through which they have passed to reach their present status in school curricula.

Mj
PROFESSOR MYERS

43. **History of the Science of Mathematics.**—(Cf. description under 40 above.)

Mj
PROFESSOR MYERS

44. **The History of Astronomy.**—Cf. description under Astronomy, 2)

Mj
PROFESSOR MYERS

and (3) to unfold that extended horizon which Astronomy has laid open. This work covers the recent investigations respecting the origin and development of the solar system. Moulton's "Introduction to Astronomy." (Informal.)

Mj

ASSISTANT PROFESSOR MOULTON

2. **The History of Astronomy.**—This is a culture course on the subject for persons who desire to familiarize themselves with the scientific ideas, methods, and results that have determined scientific progress down to recent times. The history of no science so fully exhibits the complete scientific method as does the history of this oldest, most complete, and most exact of all the sciences. A careful study of it may well constitute a part of a liberal education. It is both stimulating and directly helpful to teachers of high-school science and mathematics. A real basis for much of the high-school mathematics is furnished by supplying the astronomical setting from which it sprang.

Mj

PROFESSOR MYERS

37. **Astronomy for High-School Teachers.**—(Cf. description under Mathematics 37.)

Mj
PROFESSOR MYERS

4. **Analytical Mechanics.**—Elementary course. Bowser's "Analytical Mechanics." (Informal.)

Mj
ASSISTANT PROFESSOR LAVES

5. **Advanced Analytical Mechanics.**—Ziwet's "Theoretical Mechanics." (Informal.)

Mj

Prerequisite: Courses 12 and 21 in the Department of Mathematics and Course 4 in Astronomy.

ASSISTANT PROFESSOR LAVES

6. **Celestial Mechanics.**—A treatment of the dynamics of the solar system, including the contraction theory of the heat of the sun, the attractions of bodies, the two-body problem, the general integrals of motion, the three-body problem, perturbations, and determination of orbits. Moulton's "Introduction to Celestial Mechanics." (Informal.)

DMj

Prerequisite: Course 11 in Mathematics or its equivalent.

ASSISTANT PROFESSOR MOULTON

XIX. PHYSICS

1. Elementary Physics.

A. **MECHANICS, SOUND, AND HEAT.**—This course corresponds essentially to the first major of Course 0, in residence, and is designed to cover the first half year's work in elementary physics as given in high-schools and academies. A text is followed rather closely in the reading lessons, supplemented by new problems and references to other textbooks. The apparatus for the required laboratory work, together with detailed instructions for setting up the apparatus and performing the experiments, are packed in a special case and shipped to the student. Reports on both the reading and laboratory work are submitted by the student for approval or correction. A deposit of \$15 is required for the loan of the apparatus. This will be refunded when the same is returned intact, less expressage and \$3, the loan fee.

Mj

B. **ELECTRICITY, MAGNETISM, AND LIGHT.**—A continuation of Course A. and the equivalent of the second half-year of high-school physics. The plan for text and laboratory work laid down under Course A. is followed in this course. A deposit of \$10 is required for the loan of apparatus. This will be refunded when the same is returned intact, less expressage and \$2.50, the loan fee.

Mj

Courses A. and B. together constitute the admission unit in physics.

DR. HOBBS

XVIII. ASTRONOMY

1. **Descriptive Astronomy.**—An elementary general culture course designed: (1) to furnish an idea of the principles, methods, and results of the science; (2) to show the steps by which the remarkable achievements in it have been attained;

XX. CHEMISTRY

1. General Inorganic Chemistry (sequel to High-School Chemistry.)

A. This course furnishes a review and a continuation of "Elementary Chemistry" and together with B forms the link between the average high school course in chemistry and the courses in "Qualitative Analysis" which follow. The course includes a study of the metallic and non-metallic elements and their chief compounds. It includes also the study of the laws and principles of the science and their use in explanation of chemical phenomena. The laboratory work, which is an important part of the course, affords opportunity for gaining direct knowledge of the different substances, their modes of manufacture, and their properties. In the choice of illustrations preference is given to the industrial and other applications of chemistry. Mj

B. Continuation of Course A. Mj

These two majors cover the ground of Courses 2 S and 3 S in residence. There are in all 80 lessons. In view of the fact that different students will have different degrees of preparation, however, the number of lessons may be varied by omitting such parts of the subject as the student may already have wholly mastered. In this way the work will be adapted to individual needs, and waste of time and effort will be avoided. For information regarding apparatus see below.

Prerequisite: A course in Inorganic Chemistry as ordinarily given in high-schools.

PROFESSOR A. SMITH AND MR. CARSON

2. Qualitative Analysis.

A. This course aims to present the fundamental methods of qualitative analysis. The analytical reactions of the most important metals and acids are studied. This is done in such a way that the student learns the art of performing tests, and comes to understand how the methods of separation and detection are based upon a judicious selection and arrangement of these tests. During the course each student analyses a number of simple salts, and a few mixtures which contain, in each case, only the metals or acids of a single group. Within the past few years, qualitative analysis has been modified by the influence of physical chemistry. The theories of solution and of electrolytic dissociation, and the study of problems in chemical equilibrium have all contributed to furnish analytical chemistry with a scientific foundation which it never possessed before. M

B. This course continues Course A. and gives the student practice in the analysis of simple salts, leading up to the analysis of simple mixtures, and, finally, to rather difficult mixtures in which the metals and acids are to be determined. About twenty-five "unknowns" will be analyzed. Mj

C. This course is a continuation of Courses A. and B. The work consists in the analysis of complicated mixtures, and especially in the analysis of minerals and commercial products. Mj

Prerequisite: These three majors cover the ground of the second year of college work in chemistry. For admission to A. a year of General Chemistry, including laboratory work is required.

ASSISTANT PROFESSOR JONES

The apparatus required in the two majors of "General Inorganic Chemistry" or in the three majors of "Qualitative Analysis" will not cost over \$15 in either case. It will be sent upon the receipt of a deposit of \$15. When the apparatus is returned, the deposit will be refunded, less expressage, breakage, and the loan fee. The loan fee is charged for the use of apparatus, and, in the case of "Qualitative Analysis," for chemicals which are sent in the form

of mixtures for analysis. The University is not allowed to supply reagents. The loan fee for each major of "General Inorganic Chemistry" is \$1.50 and for each major of "Qualitative Analysis" \$2.50. When apparatus is not furnished mixtures for analysis cost \$1 per major.

XXI. GEOLOGY

1. **Physiography.**—The course embraces the following general subjects: (1) the form of the earth as a whole, and its relation to other members of the solar system, particularly the sun and the moon, with the consequent changes in the length of day and night and the seasons; (2) the atmosphere—its constitution, temperature, pressure and movements, weather changes and climate; (3) the ocean—its constitution, temperature, movements, geologic activities, coastline phenomena; (4) the land—the geologic processes by which the earth's topography has been chiefly determined, and the varied topographic types which result therefrom, including the study of the origin and development of plains, plateaus, river valleys, mountains, volcanic cones, islands and seashore features. The effects of man's physical environment upon his distribution, his habits, and his occupations will be continually emphasized. Topographic maps and folios will be studied, and the maps will be used in connection with land forms. The rocks and minerals forming the earth's crust will be treated as fully as the course permits. The last lessons will give the student some opportunity to do individual field work. Laboratory methods will receive attention throughout the course. The course covers the ground of Course 1 offered in residence, and is suited to the needs of those who teach Physical Geography and Physiography in preparatory schools. Mj

DR. CALHOUN

2. **General Geology.**—This course treats of the leading facts and principles of geology, and the more important events of geological history. It embraces the following general subjects: (1) rocks composing the earth's crust; (2) dynamical geology—the work of atmospheric, aqueous, igneous, and organic agencies treated in a manner to supplement the physiographic studies of Course 1; (3) structural geology—the origin and structure of the igneous, metamorphic, and sedimentary rock formations; (4) historical geology—a systematic study of the development of the series of geological formations, with especial reference to the evolution of the North American continent. In this connection will be considered the historical development of organic life-forms. This course covers the ground of Course 2 in residence, and is adapted to the needs of teachers in high-schools and academies, and also to students not intending to specialize in geology. Course 1, while desirable, is not a prerequisite. Mj

MR. MEINZER

3. **Economic Geology.**—This course is designed to give a general knowledge of the principles governing the formation and occurrence of the more important ores and non-metalliferous deposits, and of the conditions, commercial and otherwise, which limit their exploitation. It covers the study of (1) structural materials—including building stones, clays, limes, mortars, and cements; (2) fuels—including coal, petroleum, and natural gas; (3) principles controlling the deposition of ores—including the nature of ores, the forms of ore bodies, and their relations to the structural features of the containing rocks, the formation of cavities in rocks, underground waters, their composition, circulation, and work; (4) ores of metals—including iron, copper, lead, zinc, gold, and silver. No attempt will be made to cover the entire field, but typical districts or occurrences will be studied in each case. Incidentally it is hoped the student will learn how to study any other district or ore with which he

may later come in contact, and to that end he will put into touch with the general literature of the subject. The general methods of treatment will in each case be outlined. The course is not designed for beginners, and the student will be expected to be familiar with the common rocks and minerals. Mj

DR. EMMONS

Prerequisite: Course 2, or a practical knowledge of geology gained by experience in mining, etc.

XXI A. GEOGRAPHY

1. **General Geography.**—The scope of geography, relation to other subjects, the use of globes, models, and maps, the earth as a member of the solar system, a study of land forms, climate, soils, minerals, plants, and animals, with reference to man's distribution and social development. Primarily for teachers of geography in public schools who have not had special training in the subject. Mj

MR. BARROWS

2. **Influence of Geography on American History.**—A study of the geographic conditions which have influenced the course of American history, their importance as compared with one another, and their importance as compared with non-geographic factors. Among the topics considered are: geographic conditions leading to the discovery of America; exploration and settlement as affected by geographic conditions; geographic control of westward expansion; American sea power; growth to a continental power; geography of the Civil War; immigration; geographic control of industries; the United States a world-power. Primarily for teacher of geography and history. Mj

MR. BARROWS

XXII. ZOOLOGY

1. **General Biology.**—This course consists of laboratory work and reading, and is especially recommended to (1) those desiring a general culture course; (2) teachers; and (3) those looking forward to the study of medicine. The student must have had some high-school training in science, preferably in chemistry or physics, or both. The laboratory work includes (a) a study of the structure, activities, and life-history of one or two unicellular animals (e. g., Amœba, Paramœcium); (b) a similar study of one of the higher animals (e. g., the frog, its anatomy, histology, general physiology and development); and (c) a study of karyokinesis (cell-division). All those who are registered in the course in early spring will be required to collect some amphibian eggs. A fee of \$5 will be charged for the materials furnished and loan of slides. Materials furnished are preserved frogs with circulatory system injected, certain reagents not easily obtainable by the student, and an Atlas Science Tablet containing enough note and drawing paper for the course. The slides will illustrate cell-division, histology of the frog, etc. A compound microscope magnifying 400 times, a hand lens, and a set of dissecting instruments will be needed. The cost of instruments (exclusive of the microscope and hand lens) need not exceed \$3. The cost of books will depend upon the library facilities of the student, but need not in any case exceed \$8. Mj

DR. SHELFORD

2. **General Morphology and Natural History of the Invertebrates.**

A. **PROTOZOA, PORIFERA, COELENTERATA, PLATYHELMINTHES, NEMATHELMINTHES, AND ECHINODERMATA.**—An introduction to the study of invertebrate animals. The work includes laboratory study of the anatomy, physiology, and, as far as possible, of the life-history of typical forms, together with assigned reading. The fundamental prin-

ples of comparative morphology are kept in view throughout the course. In addition to the study of the material furnished (about thirteen forms) the student will be expected to acquaint himself with some of the typical invertebrates of his own locality, and directions for the collection and determination of such forms will be given. The securing of the protozoa studied in the course is a part of the laboratory work, and since protozoa must be cultivated in infusions, which require from one to three or four weeks, the student should not delay registration until he is ready to begin work. Instructions for making infusions will be sent with the first lessons. Fee for material and loan of more difficult preparations, \$5. Mj

B. **MOLLUSCA, ANNULATA, AND ANTHROPODA.** Continues A. About twelve forms are furnished. Fee for materials, \$5. Mj

DR. SHELFORD

3. **General Morphology of the Vertebrates.**—An introduction to the study of vertebrated animals, more especially recommended for teachers of zoölogy and those contemplating the study of medicine. The course is elementary, and may profitably follow Course 2, though 2 is not prerequisite. The work will consist of assigned readings and dissection. The following type forms will be furnished for dissection: amphioxus, elasmobranch and frog or *neururus*. Observation of the life history and development and metamorphosis of the frog will be expected, to be supplemented by readings on the natural history, geographical distribution and classification of both the elasmobranchs and amphibians. The course covers the ground of Course 10 offered in residence. Mj

PROFESSOR WILLISTON

4. **Studies of Birds.**—This course involves laboratory work, field studies, and reading. It is planned especially for teachers but it may also be considered a general culture course for persons interested in birds. The student should be able to identify a majority of the common birds in his region at sight, and some training in science including physics and zoölogy is desirable. The pigeon is dissected and drawings are made of structures studied. Especial attention is given in this work to adaptive structures and their significance in the life of the bird. The field work includes studies of flight, voice, breeding habits, and migrations; and the reading is correlated with the laboratory and field studies. All of the work will be adapted to individual conditions to a certain extent. A set of simple dissecting instruments, costing not over \$2 will be required. The cost of books will depend upon library facilities and individual needs but need not exceed \$6. Mj

DR. STRONG

5. **Mammalian Anatomy.**—The anatomy of the cat or rabbit, including thorough dissections of the muscular, circulatory, nervous and visceral systems. Recommended as a continuation of Course 3 or 4 for teachers of zoölogy or as an independent course for those preparing for the study of medicine. It will be varied somewhat for these two classes of students. This course, if taken after Course 3 will cover very nearly the ground of Course 13 in residence. Mj

PROFESSOR WILLISTON

XXIV. PHYSIOLOGY

1. **Elementary Physiology.**—The course furnishes a survey of the ground covered in residence Courses 1 and 2. The aim is to acquaint the student with the fundamental physiological processes. The work will consist principally of readings in standard textbooks on physiology, with exercises based thereon, but in addition the student will be required to perform a number of simple experiments. The course will appeal to students desiring to meet college en-

trance requirements in physiology, to those who contemplate attending medical or dental schools, and to those who wish a general knowledge of this subject for other purposes. Mj

DR. GUTHRIE

2. General and Special Physiology.—This course goes more deeply into the facts and theories of physiological processes. Extensive reading will be required. The different bodily processes will be discussed, and experiments will be made to demonstrate these processes. The course will appeal especially to teachers in high-schools and academies, and to students in colleges wishing advanced work in physiology. Following the plan in residence the work is divided into three majors.

A. PHYSIOLOGY OF BLOOD, CIRCULATION AND RESPIRATION. Mj

B. PHYSIOLOGY OF DIGESTION, METABOLISM, ABSORPTION, SECRETION, MUSCLES, AND HEAT. Mj

C. PHYSIOLOGY OF THE NERVOUS SYSTEM AND THE SENSES. Mj

DR. GUTHRIE

XXVII. BOTANY

1. General Morphology of the Algae and Fungi.—This course consists of twelve exercises covering the ground of the laboratory work of the twelve weeks' course given at the University. The fifty types studied represent all the main groups of algae and fungi. In connection with a study of the structure, development, and relationships of the various forms, the principal problems considered are (1) the evolution of the plant body, (2) the origin and evolution of sex, and (3) parasitism, saprophytism and symbiosis. This is pre-eminently a course for beginners, but it is also adapted to the needs of teachers who, though acquainted with the older style of botany, desire an introduction to the more modern phases of the subject. The material in many of the types is sufficient for a class of eight or ten students. An additional fee of \$2.50 is charged for the material and the loan of preparations. The applicant must have access to a compound microscope with a low- and a high-power objective, the latter being a $\frac{1}{2}$, a $\frac{1}{3}$, or a $\frac{1}{4}$, preferably a $\frac{1}{3}$. Mj

ASSISTANT PROFESSOR CHAMBERLAIN

2. General Morphology of the Bryophytes and Pteridophytes.—A course similar to the one in algae and fungi, and requiring that course or its equivalent as a prerequisite. The structure, life-histories, and relationships of the liverworts, mosses, and ferns are studied in characteristic types. The principle problems considered are (1) the evolution of the sporophyte, (2) the reduction of the gametophyte, (3) heterospory, and (4) alternation of generations. A compound microscope is needed, as in Course 1. There are needed for this work skillfully stained preparations, which necessitate a knowledge of microtechnique. Arrangements have been made whereby a limited number may secure a loan of the necessary preparations for a fee of \$2.50 in addition to the fee for material. No one should register without consulting the instructor. Fee for material \$2.50. Mj

ASSISTANT PROFESSOR CHAMBERLAIN

3. General Morphology of the Gymnosperms and Angiosperms.—A course similar to the two preceding courses, and requiring both of them (or their equivalent) as a prerequisite. Aside from a study of the structure and development of typical forms, the most important features of this course are: a study of spermatogenesis, oogenesis, fertilization, embryology, karyokinesis, and a brief survey of Engler's scheme of classification. Courses 1, 2, and 3 are designed to give the student a comprehensive view of the structure, development, relationships, and problems of the plant kingdom. The development of a clear, bold style of scientific drawing receives attention in all

of these courses. A compound microscope is needed, as in Courses 1 and 2. No one should register without consulting the instructor. Fee for material and loan of the more difficult preparations, \$5. Mj

ASSISTANT PROFESSOR CHAMBERLAIN

4. Elementary Plant Physiology.—This course corresponds to Course 2 in residence. It aims to give the student a general knowledge of the life-processes of higher plants. The work will consist of experiments illustrating the different topics, together with assigned reading in a standard textbook. It is adequate to meet the needs of high-school teachers. For the experimental work little more apparatus will be needed than that found in the physical and chemical laboratories of the average high-school. A list of required articles will be furnished on application. Reports of both reading and experiments will be called for and will be returned with corrections. Mj

PROFESSOR BARNES AND DR. CROCKER

5. Elementary Plant Ecology.—This course covers essentially the same ground as Coulter's "Plant Relations," and, does not necessarily require previous botanical training though some work in plant analysis and in the study of plant structures is highly desirable. The object of the course is to present to the student the factors which influence the functions, form, and distribution of the common plants of his neighborhood. At first the different forms of leaves, stems, and roots are studied. Then the plant is taken as a whole, and the advantages given it in the struggle for existence because of a particular leaf, root, or stem structure, are considered. Under the subject of plant stems, the identification of the common trees is required. The work may be carried on entirely out of doors, and no microscope is required. Mj

DR. HOWE

6. Laboratory Ecology.—This course is a continuation of Course 5, being a microscopic examination of the structures studied in that course. It involves the careful study of the absorptive, conductive, synthetic, protective, and storage tissues of plants in relation to their functions. Special attention is given the variations of structures in so far as they depend upon changes in environment. Students who elect this course should have a knowledge of elementary botany, and should have access to a compound microscope. A knowledge of German is highly desirable. Fee for material and loan of slides, \$2.50. Mj

DR. HOWE

7. Field Ecology.—This course is designed primarily for those students who have taken elementary Ecology, and who desire to pursue further investigations along this line. The work consists very largely of definite and systematic study in the field. A floral area may be studied in its various internal and external relations, or a field problem may be made the object of study. (Informal.) Mj

ASSISTANT PROFESSOR COWLES

8. Elementary Forestry.—The principle subjects covered by this course are: (1) the identification of trees by the use of keys and other helps; (2) the life-relations of trees, that is, trees as influenced by light, soil, temperature, wind, animals, and by the struggle for existence; (3) the composition and distribution of the forests of the United States, involving the making of distributional maps; (4) some economic aspects of forestry, namely the proper care and management of the forest studied, including plans for improvement, cuttings for reproduction, and for protection from fire. The field for study will be some limited area of forest to which the student has access. The course is designed as an introduction to work in forestry schools, although it will be equally valuable to those who desire to become

acquainted with the life-history of a forest and with the more important forest problems. Mj

DR. HOWE

9. **Elementary Plant Anatomy.**—A study of the tissues and tissue systems of vascular plants from the standpoint of phylogeny. This work is very different from the old anatomy in which facts were presented without any attempt to relate them to each other. The course deals with the morphology and evolution of the vascular system, and is based upon a comparative study of representative juvenile and adult forms of Pteridophytes, Gymnosperms and Angiosperms. A microscope magnifying about four hundred diameters is necessary. An extensive knowledge of micro-technique is not essential. Directions for preparation of material and making of the necessary mounts will be given in the exercises. Fee for material and loan of slides, \$2.50. Mj

DR. LAND

10. **Methods in Plant Histology.**—This course deals with the principles and methods of killing, fixing, imbedding, sectioning, staining, and mounting. The student must have access to a compound microscope magnifying at least 400 diameters, a microtome, and some other apparatus and reagents. A fee of \$2.50 is charged for plant material which is not readily collected at all seasons. No one should register without consulting the instructor. Mj

DR. LAND

XXVIII. PATHOLOGY AND BACTERIOLOGY

ACADEMY

1. **General Bacteriology and the Relation of Bacteria, Yeasts and Molds to the Household, Dairy, Industries, and Agriculture.**—This is primarily a culture course designed for those who do not wish to go to the expense of setting up a laboratory and will consist of: (1) simple experiments at home; (2) examination and description of sealed cultures; (3) writing of themes on assigned subjects; (4) selected readings. This course commands only admission credit. Mj

DR. HEINEMANN

COLLEGE

2. **Bacteriological Methods.**—The following subjects will be covered: (1) principles of sterilization; (2) manipulation of the microscope; (3) role of bacteria in nature; (4) methods of growing bacteria; (5) methods of staining bacteria; (6) description of bacteria; (7) bacteriology of water and milk. The work will appeal especially to students preparing for the medical profession and to practitioners who wish to renew their knowledge of the subject. The applicant must have access to a compound microscope with a low power and high power objective. If all the apparatus is purchased it will cost approximately ten dollars exclusive of the microscope but many of the parts can be extemporized. A complete set of the apparatus needed, packed ready for shipment, will be supplied for \$10. Course 1 is not prerequisite. Mj

DR. HEINEMANN

3. **Advanced Bacteriology.**—Designed for those interested in some special branch of bacteriology, e. g., medical, sanitary, agricultural, etc. Students must consult the instructor before registering for the course. Mj

Prerequisite: Course 1 or 2.

DR. HEINEMANN

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

(See VIII. SEMITIC LANGUAGES AND LITERATURES)

XLII. NEW TESTAMENT LITERATURE AND INTERPRETATION

(See IX. BIBLICAL AND PATRISTIC GREEK)

XLIV. SYSTEMATIC THEOLOGY

1. **Outline Course in Systematic Theology.**—The course is intended to give a general acquaintance with the field of systematic theology, with especial reference to the problems which are today attracting chief attention. The first half of the course is devoted to a general introduction to the subject; the second half to the content of systematic theology. The contents of textbooks prescribed are to be carefully analysed and criticized on the basis of questions and topics furnished by the instructor. Mj

ASSOCIATE PROFESSOR G. B. SMITH

2. **Christian Ethics.**—This course attempts to set forth the moral aspects of the Christian religious experience. The psychological constitution of the moral disposition of the Christian is investigated. The Christian moral ideal is differentiated from the naturalistic theories of ethics set forth by the Greek philosophers and by modern utilitarian and evolutionist schools, and from the theory of supernatural legalism as exhibited in Judaism. The moral motive power of the Christian, and the fundamental canons of moral judgment are discussed, with suggestions as to the method of determining duty in the various fields of human activity. The course thus serves as an introduction to the study of social ethics from the Christian standpoint. The work will be done on the basis of a syllabus with collateral reading. Mj

ASSOCIATE PROFESSOR G. B. SMITH

3. **Apologetics.**—A critical study of Kaftan's "The Truth of the Christian Religion." (Informal.) Mj

Prerequisite: Courses 7, 8, and 9 in the Department of Philosophy or an equivalent.

ASSOCIATE PROFESSOR G. B. SMITH

4. **The Theological Significance of Leading Movements of Thought in the Nineteenth Century.**—The philosophy of Kant and of Hegel, the theological principles of Schleiermacher and of Ritschl, Comte and the positive philosophy, the development of biblical criticism, and the rise of the philosophy of evolution are the chief topics for study. The problems raised for theology by these movements will be carefully considered. Those taking the course should have access to an adequate library, or should be willing to incur considerable expense for books. (Informal.) DMj

Prerequisite: Course 3 or an equivalent.

ASSOCIATE PROFESSOR G. B. SMITH

XLV. CHURCH HISTORY

1. **Outlines of Church History.**—A complete survey of the whole field of church history from the founding of the church in Jerusalem to the present time, with special emphasis upon the Ancient (100-800 A. D.) and Reformation (1517-1648 A. D.) periods. Some of the most important subjects that will come under investigation are: the conflict of the church with heathenism in the Roman empire; the rise and growth of the papacy; heresies, controversies, and parties within the church; the missionary expansion of the western church; the struggle between the papacy and the empire for supremacy; the rise and progress of the Reformation in Germany, France, Switzerland, England, and Scotland; and the recent development of the protestant churches in Europe and America. Mj

DR. GATES

2. **Church History Prior to Constantine (30-311 A. D.).**—Religious, intellectual, and political preparation for Christ's advent; Judaism and paganism; culture and cor-

ruption of the Augustan age; the establishment of Christianity in the Roman Empire; persecution and martyrdom; written attacks; apologies; the New Testament idea of the church constitution and discipline; life and worship; heresies and sects; development of doctrines. Mj

3. From Primitive to Catholic Christianity.—A study of the transformation that took place in the faith, life, organization, and ordinances of the Christian church, coincident with and partly as a consequence of its transfer from Jewish to Greek and Roman soil during the second and third centuries. The course will take up in order, and seek to follow and explain, the development of: (1) the primitive confession of faith in Christ, into the rule of faith and the creeds of the later centuries; (2) the primitive life of brotherly love and purity, into a legalistic morality and ceremonial purity; (3) the primitive community of believers, into a hierarchy of clergy and laity; (4) the primitive ordinances of baptism and the Lord's supper, into a liturgy of magical forms and awe-inspiring mysteries. It deals with the formation of the catholic church, and traces the rise of all those customs and features which finally distinguished the Roman catholic church from the church of apostolic times. Mj

DR. GATES

4. The Protestant Reformation.—Extent and state of Christendom at the opening of the sixteenth century; new forces that sweep away the old order of things; Zwingli, Luther, Calvin, as expressions of the spirit of the new era; estimate of the movement in its relations to the general historic process. Mj

ASSOCIATE PROFESSOR MONCREIF

XLVI. HOMILETICS

1. The Art of Preaching.—This course corresponds to residence Course 1 and embraces a study of the character and purpose of the sermon, the methods of preparation, and the manner of delivery. The laws of effective popular discourse are studied inductively in connection with the preparation of sermons by the student. Mj

PROFESSOR SOARES

LIBRARY SCIENCE

1. Technical Methods of Library Science.—This is an elementary course designed especially for those who are already in library positions, and are unable to leave for resident study. It deals chiefly with cataloguing and classification, with a few general lessons on accessioning, shelf-listing, book-binding, gift work, periodicals, and loan systems. It is felt that no library training can be complete without personal familiarity with the "tools" of the profession and modern methods of work. Hence it is hoped that students taking this course will find it possible later on to supplement the work thus begun, by resident study at some library school. While credit is not given for correspondence courses in any such school, familiarity with library methods will make residence work easier for the student. As preparation two years of college training or its equivalent is required. Practical experience in library work will count much in the applicant's favor. The course consists of twenty-four lessons. Mj

MISS ROBERTSON

NATURAL SCIENCE

SCHOOL OF EDUCATION

1. Elementary Field Work.—The course is intended, primarily, for those who wish to acquaint themselves with the materials and principles of elementary science through a study of their local environment. It embraces the following

general topics:—(1) a description of the topography of a selected area; (2) the nature of the soil, subsoil, and rock of the area, (a) interpretation of variation in the nature of these materials and the elementary principles of soil and rock formation; (3) the forces which have moulded the area as evidenced by topography, soil and rock, (a) a study of the forces which determine topography; (4) physiographic types which have originated from the combination of topography, earth structure, and climate of the region, valleys, shores, marshes, flats; (5) physiographic environment and life, (a) identification of the dominant living forms, plants, and animals, associated with each physiographic type, (b) influence of environment on life, habit, and distribution, (c) the factors controlling life—temperature, moisture, soil, air, light, food, protection, (e) adaptation; (6) economic aspect of the area—relation to man. Topographic maps, areal sheets, and soil sheets of the U. S. Geological Survey will be used when available for the area. Unidentified materials should be collected, prepared, and forwarded for identification. The course covers the ground of Course 82 offered in residence. (Note: Students are advised to register for work during the periods when life is active and available for study.) Mj

MR. I. B. MEYERS

2. The Teaching of Natural Science.—The courses in the teaching of natural science offered in the College of Education are intended distinctly for those who desire professional training as teachers. They all assume at least that degree of academic knowledge of subject-matter on the part of the student which shall enable him to grasp with some clearness the interrelations of the great subdivisions of science. They also presuppose that maturity of mind and experience on the part of the student which will enable him to take up with intelligence the study of the relation of the various subdivisions of subject-matter to the needs of pupils ranging from the kindergarten to the college. This course deals with those larger aspects of nature with which children at first become acquainted. The work will be directed toward a study of the region, considered as a whole, which lies within convenient reach of the student. It will involve also a study of the causes which have led to subdivisions of this entire area into smaller units each of which may have something of a distinctive character of its own. Collections of specimens of soil, rock, plants, and animals are to be made in sufficient quantity to enable the pupils to make an intelligent comparison between the areas, one with another. Photographs or sketches, and maps as well as records of work done by pupils under the supervision of the one taking the course, will be required of students as a part of the reports submitted. Mj

MR. I. B. MEYERS

DRAWING

The courses **MACHINE DRAWING** and **ARCHITECTURAL DRAWING**, afford opportunity to begin the study of drawing, and to continue it to a point where a knowledge of higher mathematics—e. g., calculus, mechanics, etc.—conditions further progress. They cover the ground usually included in the first two years of study in the best technological schools. While open to anyone, they will appeal especially to those who wish a thorough training in the fundamentals of the science, whether for immediate practical purposes in the office, shop, or classroom, or as a preparation for advanced technical study. One may begin any major of either of these courses for which he is prepared, though in most cases it will be found advisable, if not necessary, to begin with the first major—**FREEHAND DRAWING**. Admission to any major except **FREEHAND DRAWING** will be conditioned on the approval of the instructor in charge, who will base his decision upon a statement and exhibit of previous work.

THE CORRESPONDENCE-STUDY DEPARTMENT

Course A and B each represent four years' work in the University High-School. Courses C and D are intended for those who are qualified for advanced study. The University reserves the right to retain one drawing from the student's set in each major.

The courses offered are:

- A. Machine Drawing.
- B. Architectural Drawing.
- C. Descriptive Geometry.
- D. Perspective Drawing.

The materials required in any major will be sent, express collect, upon receipt of the amount given, which is the lowest that can be quoted for a good quality. The weight of the case and the price of the textbook will enable the student to determine the exact cost of each major.

MATERIAL REQUIRED IN COURSES A 1, B 1.—Six sheets of Whatman's cold pressed paper, 22×30 inches; 8 sheets of chalk-talk paper, 14×20 inches; 3 Koh-i-noor pencils, 3H; 1 pencil eraser, No. 211; 1 dozen thumb tacks, steel-stamped, $\frac{1}{8}$ inch diameter; 1 box of French charcoal; 1 bottle of fixatif, two-ounce; 1 tin atomizer; 1 box "Star" chalks, six assorted colors; 1 drawing-board, 18×24 inches; and models of different solids.

MATERIAL REQUIRED IN COURSES A 2, 3, 4, 5, 6; B 2, 3, 4, 5, 6; C 1, 2, 3, 4; D 1, 2, 3, 4, 5, 6.—One drawing-board, 18×24 inches; 1 set drawing instruments in folding pocket-book style case, No. 4021; 1 T-square, mahogany, ebony-lined, fixed head, 24 inches; 1 amber triangle, 45° , 8 inches; 1 amber triangle, $30^\circ \times 60^\circ$, 10 inches; 1 triangular boxwood rule, architect's, 12 inches; 1 flat boxwood scale, 6 inches, divided $\frac{1}{16}$ and $\frac{1}{32}$; 1 French amber curve, No. 1; 1 dozen sheets of Whatman's hot pressed paper, 22×30 inches; 6 Koh-i-noor pencils, assorted, 3H and 6H; 1 bottle each of Higgin's carmine, black, and blue ink; 1 dozen thumb tacks, steel-stamped, $\frac{1}{8}$ inches diameter; 1 Faber's pencil-eraser, No. 211; 1 Faber's ink-eraser, No. 2604; 1 Hardtmuth's soft pliable rubber, No. 12; 1 file, 4 inches; 1 pen-holder; 3 ball-pointed pens.

ACADEMY

A. Machine Drawing.

1. FREEHAND DRAWING.—This course gives that thorough training of the eye and hand which is requisite in sketching constructive data and in obtaining measurements. (a) Freehand projection, 4 drawings; (b) model drawing, type-forms, 5 drawings; (c) model drawing, groups, 6 drawings; (d) model drawing, light and shade, 6 drawings; (e) model drawing, color, 5 drawings; (f) model drawing, pen and ink, 4 drawings; (g) home sketch work, 2 drawings in each of the above subjects; in all, 42 drawings. No textbook is required. Cost of materials ready for shipment, \$3.50; weight of package, 15 pounds. Mj

MR. FERSON

2. MECHANICAL DRAWING.—(a) Preparatory work: this will include the use of instruments, laying out, penciling, inking-in, lettering; with practice work to learn accuracy of measurement and of line; 3 drawings. (b) Graphic geometry: this is intended to give the student a mastery of the various geometrical constructions which form the basis of all work in projection, descriptive geometry, and constructive drawing, whether mechanical or architectural; and at the same time to give facility in the use of the instruments; 6 drawings. (c) Projection: this will include the projection of points, lines, planes, and solids; 6 drawings. In all, 15 drawings. Textbook: Linus Faunce's "Mechanical Drawing," \$1.35. Cost of materials ready for shipment, \$15; weight of package, 18 pounds.

Prerequisite: Course A 1 or its equivalent. Mj

MR. FERSON

3. CONSTRUCTIVE DRAWING.—(a) Intersections, including

conic sections, oblique sections, intersections, and developments; 6 drawings. (b) Shadows: the first angle projection of shadows; 3 drawings. (c) Isometric projections, projections of shadow; 3 drawings. (d) Oblique or cavalier projection; 3 drawings. In all, 15 drawings. Textbook and equipment for this course same as for A 2.

Prerequisite: Course A 2. Mj

MR. FERSON

4. MACHINE DETAILS.—This course is intended to familiarize the student with the various parts of machines that have come to be recognized as standards, and which are used in the construction of new machines. Standard sections for materials, fastenings, couplings, bearings, engine details, etc.; 10 drawings. Textbook: Low and Bevis's "Manual of Machine Drawing and Design," postpaid, \$2.50. The equipment for A 2 will suffice for this course also.

Prerequisites: Courses A 2 and 3. Mj

MR. FERSON

5. GEAR CONSTRUCTION.—Spur-gears, bevel, spiral, worm, elliptic, involute and cycloid teeth, hubs, arms, rims, etc.; 10 drawings. Textbook: George B. Grant's "Teeth of Gears," postpaid, \$1.10; equipment: same as for A 2. Mj

Prerequisites: Courses A 2, 3, and 4. Mj

MR. FERSON

6. SHOP DRAWING.—(a) Machines from Freehand sketches and measurement, details and an assembled drawing of some piece of machinery; (b) tracing and blue-printing. Five drawings with their tracings and blue prints will be accepted for this course; in all, 15 sheets. No textbook is required; equipment: same as for A 2. Mj

Prerequisites: Courses A 2, 3, 4, and 5. Mj

MR. FERSON

B. Architectural Drawing.—The architectural course gives the student a good working knowledge of the essentials in architecture: history, the orders, the principles of the designing of houses, office work in rendering, perspective, and detailing, together with tracing and blue-printing.

1. FREEHAND DRAWING.—Same as A 1. Mj

MR. FERSON

2. MECHANICAL DRAWING.—Same as A 2. Mj

MR. FERSON

3. CONSTRUCTIVE DRAWING.—Same as A 3. Mj

MR. FERSON

4. ARCHITECTURAL DETAILS.—(a) "The Orders," 10 drawings; (b) details of architectural construction from measurements, 3 drawings; in all, 13 drawings. Textbooks: Hamlin's "Architectural History," postpaid, \$1.75; and American Vignola, "The Orders." Equipment for this course same as for A 2. Mj

MR. FERSON

Prerequisites: Courses B 1, 2, and 3.

5. ARCHITECTURAL DESIGN.—(a) Domestic plans, from copy, 4 drawings; (b) design of some small building, 4 drawings; (c) tracings and blue prints, 4 tracings with their prints, 8 sheets; in all 16 drawings. Textbooks: same as for B 4; equipment: same as for A 2. Mj

MR. FERSON

Prerequisites: Courses B 1, 2, 3, and 4.

6. PICTORIAL ARCHITECTURE.—(a) Architectural perspective, 3 drawings; (b) architectural rendering in pen and ink, 4 drawings; (c) rendering in color and wash, 4 drawings; in all, 11 drawings. Textbooks: same as for B 4; equipment: same as for A 2. Mj

(In preparation.)

MR. FERSON

Prerequisites: Courses B 1, 2, 3, 4, and 5.

C. Descriptive Geometry.—This course is for those who wish to go into the higher mathematics, but have had no training in the graphic side of the subject. It will consist of:

ANNOUNCEMENTS

CHANICAL DRAWING.—Same as A 2. Mj

MR. FERSON

ONSTRUCTIVE DRAWING.—Same as A. 3. Mj

MR. FERSON

HEORETICAL GRAPHICS.—Problems in points, lines, and straight-surfaced solids; 15 drawings. Text-book: Church's "Descriptive Geometry," postpaid \$2.65; equipment: same as for A. 2. Mj

MR. FERSON

4. PRACTICAL GRAPHICS.—Curved and warped surfaces, shades and shadows, developments; 15 drawings. Text-book: same as for C. 3; equipment: same as for A. 2. Mj

MR. FERSON

*D. Perspective.—(1) PARALLEL; (2) ANGULAR; (3) OB- LIQUE; (4) SHADOWS; (5) REFLECTIONS; (6) AERIAL. 6 Mjs

MR. FERSON

WOODWORK

Courses 1, 2, and 3 cover the woodwork done in first-class technical schools in joinery, turning, and pattern-making and, with the addition of Course 4, represent the first two years of shop-work done in the University High-School. The work is adapted to the needs of students who wish to obtain advanced credit in technical schools, and to those who wish to prepare themselves to teach woodwork. The courses will also be useful to men working in shops who wish to fit themselves for more advanced positions. Course 4 will be of special value to those who wish to make articles of furniture for the home. Credit is given only for work inspected and accepted by the instructor. Hence, those desiring credit must send in their work by prepaid express. Articles sent for inspection will be returned at sender's expense if desired, though the University reserves the right to retain one article from the student's set in each major. The four courses offered are:

- 1. Joinery. 3. Pattern-Making.
- 2. Wood-Turning. 4. Cabinet-Making.

The necessary tools for each course will be sent, express collect, on receipt of price given. The price is as low as is consistent with good quality. The pupil will probably be able to procure the necessary material for his work in his own locality, but if not the instructor is prepared to assist him in securing them.

ACADEMY

1. JOINERY.—Care and use of tools, planing, lining with gauge and knife, sawing to a line, chiseling, bench-hook, halved joint, open mortise and tenon, through mortise and tenon, keyed mortise and tenon, dovetail, box dovetail keyed splice, doweled joint, bread-slicer, and a carpenter's tool-chest. The bench recommended for this course is a regular single manual training bench. The top is made of $2\frac{1}{2}$ inch strips, glued together to prevent warping. The working top of the bench measures 48×20 inches, and is furnished

with one regular and one tail vise. Its weight is 150 pounds, The price is \$7.50, or with drawer \$8.00. It must be sent by freight. While it is not absolutely essential that this bench be purchased, it is extremely desirable, because it is much easier to do good work on a strong, true bench than on a weak, shaky affair. This bench, or one as good, is also required for Courses 3 and 4. If the pupil can purchase a suitable bench in his immediate vicinity, he can save freight by so doing. The tools for this course have been carefully selected, and their cost is \$10 per set. Their weight boxed is about 50 pounds. No textbook is required in this course. The work is sent in the form of drawings and lesson sheets. Mj

Prerequisite: Course A. 2 in Drawing.

MR. AVERY

2. WOOD-TURNING.—Turning on centers, production of the various kinds of surfaces, chuck, faceplate and screw-center work, turning of slender pieces, polishing and finishing in the lathe. As it is thought that many who will wish to take this course will have or will be able to rent lathe and turning tools prices are not given, but will be furnished on application. No textbook is required. Mj

Prerequisites: Course 1 in Woodwork and Course A. 2 in Drawing.

MR. AVERY

3. PATTERN-MAKING.—The work begins with the study of a few of the simplest forms of patterns, and advances gradually to the more complex forms. Methods of parting and drawing patterns are discussed, also various ways of making core boxes and setting core prints. Patterns of wood, brass, iron, and plaster are considered. The examples taken up are so chosen as to cover a wide range of work and to bring out many of the difficult points encountered by the pattern-maker. The tools used in Courses 1 and 2, with the addition of a few inexpensive hand-screws, will serve for this course. These hand-screws can be obtained at almost any general hardware store for about \$3. No textbook is required. Mj

Prerequisite: Courses 1 and 2 in Woodwork, and Course A. 2 in Drawing.

MR. AVERY

4. CABINET-MAKING.—The pupil makes one or more articles of furniture of the arts-and-crafts or mission style, and various kinds of material and finish are considered. The bench and tools required are the same as those for Course 1, with some others in addition, their number and kind depending on the articles made. It is thought that many will take this course merely for the sake of the articles made, but if credit is desired, the work must be sent to the instructor for inspection. Mj

Prerequisite: Course 1 in Woodwork, and also Course 2 if the student desires to introduce turned work into the articles made.

MR. AVERY

THE ENGLISH THEOLOGICAL SEMINARY

I. GENERAL INFORMATION

The English Theological Seminary of the University of Chicago is intended to meet the needs of students who have not had the advantages of a college education and is open to all denominations of Christians. The applicant must present a ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, approving of his purpose of devoting himself to the Christian ministry or other Christian service. He must also furnish the University when requested, with information concerning his church relations, etc. He will pay the University matriculation fee \$5 once, and \$3 for each English Theo-

logical Seminary course chosen. The reinstatement fee for each of these courses is \$2.

II. COURSES OF INSTRUCTION

NOTE.—No credit toward any degree is allowed on these courses. They count only toward the English Theological Seminary certificate. A description of any of the following courses will be sent on application.

1B. English Composition and Rhetoric	Mj
2B. Homiletics.	Mj
3B. Elementary Sociology.	Mj
4B. Church History Prior to Constantine.	Mj
5B. Church History: Protestant Reformation.	Mj
6B. Outline of Systematic Theology.	Mj
7B. New Testament Times in Palestine.	Mj

* Not given during 1907-8.

UNIVERSITY OF ILLINOIS-URBANA



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